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BASIC PERSIAN: A GRAMMAR AND WORKBOOK

Saeed Yousef and
Hayedeh Torabi

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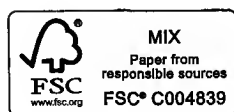
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INTRODUCTION

This *Grammar and Workbook* is designed to assist learners of Persian who either have no previous knowledge of the language or need to improve their knowledge through systematic grammar lessons with plenty of exercises. Though not a coursebook, it can be used by instructors of the language as a complementary book for practicing grammar while using other texts for reading. They can always ask their students to turn to this book as a source of reference and practice for each new grammatical subject they are teaching. A second volume (*Intermediate Persian*) will cover more complicated structures.

Persian, which is an Indo-European language using Arabic script, is the official language of Iran and Tajikistan and one of the two official languages of Afghanistan, and to this should be added millions of Persian-speakers scattered in Central Asia (Uzbekistan, Turkmenistan, even in China) as well as in the Western diaspora (North America, Europe, Australia).

There are different dialects of Persian, both inside Iran and in neighboring countries. Persian is the English translation of Fārsi (or Pārsi), as the language is called in Iran, and this is the variety you will be learning here. Although in recent times the language has been called *Dari* in Afghanistan and *Tajiki* in Tajikistan (mainly for political reasons, which even led to using the Cyrillic alphabet in Tajikistan under the Soviets), the differences in vocabulary and pronunciation are not so significant as to make mutual communication impossible, and there is much less difference when it comes to formal, written Persian – the focus of this book – and practically no difference in classical literature, which is shared by all varieties and dialects of Persian.

Modern Persian, as the language is called to distinguish it from its older, pre-Islamic stages, has been very simplified. It has no gender and no declension of nouns and adjectives for different persons or cases. Verbs can be conjugated easily after learning one set of conjugational suffixes. And the stress is not a problem either: except in very rare cases, the stress falls on the last syllable (as in French).

In translations from Persian into English, there being no gender in Persian, sometimes we have used *he*, sometimes *she* or *he/she*, but it could be either gender so far as the antecedent is not specified through proper nouns.

In transcriptions, the prefixes and suffixes have occasionally been hyphenated to help distinguish the different parts of the word, while in pronunciation they are usually pronounced together: *dast* is 'hand' and 'my hand' would be *dast-am* – but it is pronounced *das-tam*.

Transcription:

Vowels:

<i>a</i>	as <i>a</i> in <i>banner</i>	<i>ā</i>	as <i>a</i> in <i>bar</i>
<i>e</i>	as <i>e</i> in <i>belly</i>	<i>i</i>	as <i>i</i> in <i>machine</i>
<i>o</i>	as <i>o</i> in <i>border</i>	<i>u</i>	as <i>u</i> in <i>Lucy</i>

Diphthongs:

<i>ow</i>	as <i>ow</i> in <i>bowl</i>	<i>ey</i>	as <i>ey</i> in <i>prey</i>
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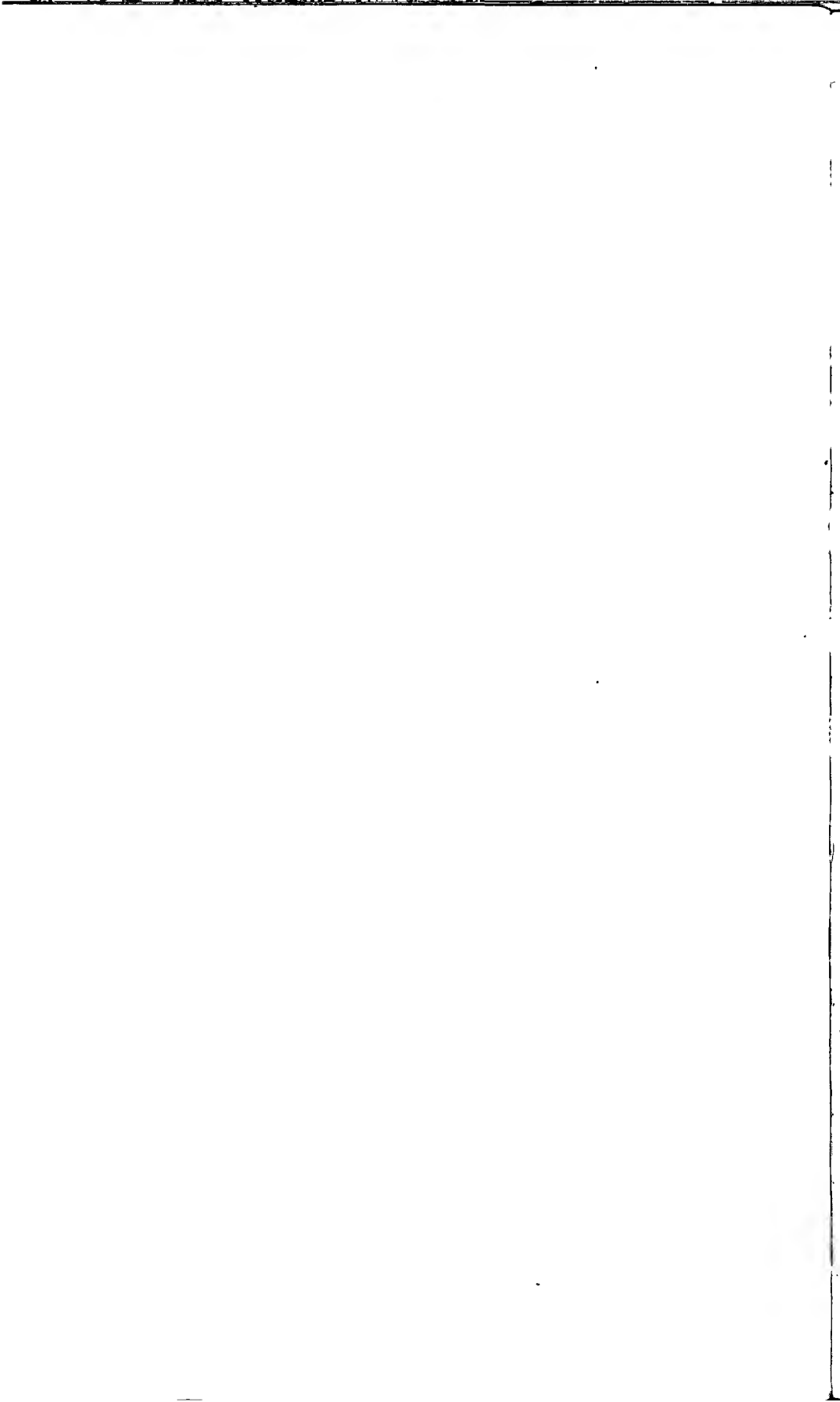
Consonants:

<i>b</i>	as <i>b</i> in <i>boy</i>	<i>m</i>	as <i>m</i> in <i>mouse</i>
<i>ch</i>	as <i>ch</i> in <i>chair</i>	<i>n</i>	as <i>n</i> in <i>nose</i>
<i>d</i>	as <i>d</i> in <i>day</i>	<i>p</i>	as <i>p</i> in <i>pen</i>
<i>f</i>	as <i>f</i> in <i>fine</i>	<i>r</i>	like <i>r</i> in Italian <i>Roma</i>
<i>g</i>	as <i>g</i> in <i>goose</i>	<i>s</i>	as <i>s</i> in <i>sun</i>
<i>gh</i>	like <i>r</i> in French <i>Paris</i>	<i>sh</i>	as <i>sh</i> in <i>shy</i>
<i>h</i>	as <i>h</i> in <i>horse</i>	<i>t</i>	as <i>t</i> in <i>toy</i>
<i>j</i>	as <i>j</i> in <i>joy</i>	<i>v</i>	as <i>v</i> in <i>vase</i>
<i>k</i>	as <i>k</i> in <i>key</i>	<i>y</i>	as <i>y</i> in <i>yes</i>
<i>kh</i>	like <i>ch</i> in German <i>Achtung!</i>	<i>z</i>	as <i>z</i> in <i>zoo</i>
<i>l</i>	as <i>l</i> in <i>lamb</i>	<i>zh</i>	like <i>j</i> in French <i>jour</i>

Note: The glottal stop will be shown by an apostrophe (but is left out when in initial position).

Abbreviations (used mainly in word lists and glossary):

<i>adj.</i> (adjective)	<i>perf.</i> (perfect)
<i>adv.</i> (adverb)	<i>pl.</i> (plural)
<i>col.</i> (colloquial)	<i>poet.</i> (poetical)
<i>conj.</i> (conjunction)	<i>pr.</i> (pronoun)
<i>fem.</i> (feminine)	<i>prep.</i> (preposition)
<i>form.</i> (formal)	<i>pres.</i> (present)
<i>gr.</i> (grammar)	<i>sg.</i> (singular)
<i>imp.</i> (imperative)	<i>so.</i> (someone)
<i>interj.</i> (interjection)	<i>sth.</i> (something)
<i>intr.</i> (intransitive)	<i>subj.</i> (subjunctive)
<i>lit.</i> (literary; literal)	<i>temp.</i> (temporal)
<i>neg.</i> (negative)	<i>tr.</i> (transitive)
<i>n.</i> (noun)	<i>wrt.</i> (written)
<i>masc.</i> (masculine)	



UNIT ONE | فصل ۱

The alphabet | [alefbā] الفبا

1 General remarks about the alphabet

Persian is an Indo-European language. Before Islam, several writing systems had been adopted and developed in Iran (or Persia), starting with a semi-alphabetic cuneiform script around 525 BCE for Old Persian and then Pahlavi script (derived from Aramaic) for Middle Iranian Languages, parallel to which (and mostly for religious texts) Avestan script was also used.

After the Muslim conquest of Persia in 644 CE, the Arabic alphabet was adopted and is still being used. It was slightly modified, however, by adding four letters (to the original 28 letters) for sounds that do not exist in Arabic. On the other hand, some letters representing sounds particular to Arabic lost their distinct articulations in a process of assimilation. These letters are still used when writing certain words borrowed from Arabic, while the corresponding articulation has not been borrowed and the pronunciation has been 'Persianized'.

Persian, or Perso-Arabic script, is written *cursively* (or *joined up*), which means that usually all or most of the letters in a word are connected to each other. Words are written from right to left (unlike numbers that are written from left to right), usually without taking the pen from the paper, and dots and strokes are added (if needed) after the whole word has been written. (For numbers, see Unit 2)

1.1 How to write: the shapes

It is true that the shape of the letters changes depending on their position (initial, middle, final or alone), but this does not mean that one has to learn 128 different shapes for the 32 letters of the alphabet. If for English you have to learn 52 shapes (don't forget the two sets of small and capital letters!), for Persian you have to learn about 60 shapes. Most of the letters combine in groups of two to four letters that are similar in shape and their only difference is the number or position of dots (or strokes, in one

case). Therefore, if we consider the basic shapes only (without the dots or strokes), there are only 15 basic shapes to learn: those on the first row in the following table (from right to left). What you see on the subsequent rows are letters with the same shapes but with a different number of dots.

Table 1.1: The alphabet: a study of the shapes (right to left)

ا	ب	ج	د	ر	س	ص	ط	ظ	غ	ف	ک	ل	م	و	هـ
	پ	چ	ذ	ز	ش	ض	ظ	غ	ق	گ					
	ت	ح		ژ											
	ث	خ													
	ن														
	ی														

The above are the letters in their *initial* and *middle* positions, although nine of them have the same shape in all positions, while others add an arabesque to the left (in the direction of writing) or below the base line for their *final* or *alone* positions, as we shall see below in Table 1.3.

1.2 How to read: the sounds and the syllable structure

The syllable structure is based on *CV*, *CVC* and *CVCC* patterns, where *C* stands for *consonants* and *V* for *vowels*. The initial *C* can be a glottal stop, which is what you always have before an initial vowel in all languages, whether represented by a letter or not. (In Persian it is always represented by a letter.) As you observe here, a Persian syllable cannot have more than one consonant before the vowel (unlike English and many other languages).

1.2.1 Vowels

Persian has six vowels and two diphthongs, for most of which approximations can be found in English. Contrary to Arabic vowels, the Persian vowels differ qualitatively, not just quantitatively (i.e., their length), although traditionally (and wrongly) they have been divided into ‘short’ and ‘long’ vowels. The first three vowels – the so-called ‘short’ ones – are

usually not represented by a letter in writing (when in middle position), but rather by diacritical marks; and these marks are normally not written, except when needed to avoid other possible readings. The following are all the vowels and diphthongs:

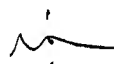
How to read:
the sounds
and the
syllable
structure

Vowels:

- a* as *a* in *banner*. Represented in writing by the diacritical sign َ placed above the preceding letter.
- e* as *e* in *belly*. Represented in writing by the diacritical sign ِ placed below the preceding letter.
- o* as *o* in *border*. Represented in writing by the diacritical sign ُ placed above the preceding letter.
- \bar{a} as *a* in *bar* if pronounced without rounding the lips. Represented in writing by the letter *alef* [ا].
- u* as *u* in *Lucy* or *Buddha*. Represented in writing by the letter *vāv* [و].
- i* as *i* in *machine*. Represented in writing by the letter *ye* [ی].

Diphthongs:

- ow* as *ow* in *bowl*. Represented in writing by the letter *vāv* [و].
- ey* as *ey* in *prey*. Represented in writing by the letter *ye* [ی].



Note 1: All vowels and diphthongs are preceded by a glottal stop when they are in initial position. This is usually not written in many languages, but in the Persian alphabet the letter *alef* [ا] represents this initial glottal stop (or the letter *eyn* [ع], which has the same function in Persian). Initial \bar{a} would additionally need the diacritical sign '˜' (called *madd*) above *alef*: 'Ā'. Writing the sign *madd* is not optional and in these cases it has to be written. (See also 1.2.3 for glottal stop.)

Note 2: The first three vowels (*a*, *e* and *o*), need a letter as carrier in the final position also. For final *a* and *e*, this letter is [the 'silent'] *hē* [ه]. For final *o*, the letter *vāv* [و] is used.

Note 3: While there are only a few words in Persian that end in the vowels *-a* and *-o*, there are many that end in *-e*. It is useful to know that all the words with a final *-e* sound in contemporary Persian used to be pronounced with a final *-a* in early modern Persian, just as they are still pronounced in Afghanistan and Tajikistan, in some provinces in Iran and in Arabic. You have certainly noticed that many Persian girls' names (even those originally from Arabic) are written in their Romanization with final *-eh*, while the same names are written with final *-a* elsewhere: *Fateme*h vs. *Fatima*, or *Aliyeh* vs. *Aliya*, and so on.

Table 1.2: Vowels and diphthongs in different positions (right to left)

alone	final	middle	initial	
ا	ه	ـ	آ	a
ه	ه	ـ	ا	e
و	و	ـ	ا	o
آ	ا	ا	آ	ā
او	و	و	او	u
ای	ی	ـ	ای	i
او	و	و	او	ow
ای	ی	ـ	ای	ey

1.2.2 Consonants: names, sounds and shapes of all letters

Persian has 23 consonants (including the glottal stop) represented in writing by 32 letters. This means that nine letters are in fact redundant and would not have been needed ~~had it not been~~ for some words borrowed from Arabic that use these letters. (See Table 1.4)

The following is a table of all letters in their alphabetical order with their names, sounds and shapes in different positions. The right column shows whether the letter connects from both sides (\leftrightarrow) or only from the right (\rightarrow). The second column from the right shows which letters are similar in sound but are written differently. Bold numbers refer to the letter more commonly used for the sound. (See also Table 1.4)

Some observations and remarks:

1. As you will see in the following table, nine of these letters have only one shape in all positions: numbers 1, 10, 11, 12, 13, 14, 19, 20, and 30:

ا د ذ ر ز ژ ط ظ و

2. The rest of the letters have only two shapes: one for *initial* and *middle* positions, another (with an Arabesque added) for *final* and *alone* positions.
3. There are only three letters with more than two shapes each: ع (21), غ (22) and ه (31).
4. Of the nine letters that have only one shape, only ط and ظ connect from both sides; the rest are the so-called 'non-connectors' that do not connect from the left. After letters that do not connect from the left, you always have a 'new start' and have to write the next letter in its 'initial' form – even in the middle of a word – or in the 'alone' form if it is the last letter.

Table 1.3: The alphabet: names, sounds and shapes

name of letter (as pronounced in Persian)	sound	alone	final	middle	initial	letters similar in sound	connects from
1. <i>alef</i>	carrier for the glottal stop of all vowels and diphthongs in initial position (see 1.2.3); vowel <i>ā</i> in middle and final position (see 1.2.1)	ا, or آ for initial <i>ā</i>	ـ	ـ	ا, or آ for initial <i>ā</i>	as carrier of glottal stop, No. 21 (ع [eyn]) and <i>hamze</i>	→
2. <i>be</i>	<i>b</i> as in <i>boy</i>	بـ	ـبـ	بـ	بـ		↔
3. <i>pe</i>	<i>p</i> as in <i>pen</i>	پـ	ـپـ	پـ	پـ		↔
4. <i>te</i>	<i>t</i> as in <i>toy</i>	تـ	ـتـ	تـ	تـ	No. 19	↔
5. <i>se</i>	<i>s</i> as in <i>sun</i>	سـ	ـسـ	سـ	سـ	Nos. 15, 17	↔
6. <i>jim</i>	<i>j</i> as in <i>joy</i>	جـ	ـجـ	جـ	جـ		↔
7. <i>che</i>	<i>ch</i> as in <i>chair</i>	چـ	ـچـ	چـ	چـ		↔
8. <i>he</i>	<i>h</i> as in <i>horse</i>	هـ	ـهـ	هـ	هـ	No. 31	↔
9. <i>khe</i>	like <i>ch</i> in German <i>Achtung!</i>	خـ	ـخـ	خـ	خـ		↔
10. <i>dāl</i>	<i>d</i> as in <i>day</i>	دـ	ـدـ	دـ	دـ		↑
11. <i>zāl</i>	<i>z</i> as in <i>zoo</i>	زـ	ـزـ	زـ	زـ	Nos. 13, 18, 20	↑

Table 1.3: (cont'd)

name of letter (as pronounced in Persian)	sound	alone	final	middle	initial	letters similar in sound	connects from
12. <i>re</i>	<i>r</i> as in <i>rain</i> (more like <i>r</i> in Italian <i>Roma</i>)	ر	ر	ر	ر		→
13. <i>ze</i>	<i>z</i> as in <i>zoo</i>	ز	ز	ز	ز	Nos. 11, 18, 20	→
14. <i>zhe</i>	like <i>j</i> in French <i>jour</i>	ژ	ژ	ژ	ژ		→
15. <i>sin</i>	<i>s</i> as in <i>sun</i>	س	س	س	س	Nos. 5, 17	↔
16. <i>shin</i>	<i>sh</i> as in <i>shy</i>	ش	ش	ش	ش		↔
17. <i>sād</i>	<i>s</i> as in <i>sun</i>	ص	ص	ص	ص	Nos. 5, 15	↔
18. <i>zād</i>	<i>z</i> as in <i>zoo</i>	ض	ض	ض	ض	Nos. 11, 13, 20	↔
19. <i>tā</i>	<i>t</i> as in <i>toy</i>	ط	ط	ط	ط	No. 4	↔
20. <i>zā</i>	<i>z</i> as in <i>zoo</i>	ظ	ظ	ظ	ظ	Nos. 11, 13, 18	↔
21. <i>eyn</i>	(glottal stop); see 1.2.3	ع	ع	ع	ع	as carrier of glottal stop, No. 1 ([alef]) and <i>hamze</i>	↔
22. <i>gheyn</i>	like <i>r</i> in modern French or German	غ	غ	غ	غ	No. 24	↔

23. <i>fe</i>	<i>f</i> as in <i>fine</i>	ف	ف	ف	ف	ف	↔
24. <i>ghāf</i>	like <i>r</i> in modern French or German	ق	ق	ق	ق	No. 22	↔
25. <i>kāf</i>	<i>k</i> as in <i>key</i>	ك	ك	ك	ك		↔
26. <i>gāf</i>	<i>g</i> as in <i>goose</i>	گ	گ	گ	گ		↔
27. <i>lām</i>	<i>l</i> as in <i>lamb</i>	ل	ل	ل	ل		↔
28. <i>mīm</i>	<i>m</i> as in <i>mouse</i>	م	م	م	م		↔
29. <i>nūn</i>	<i>n</i> as in <i>nose</i>	ن	ن	ن	ن		↔
30. <i>vāv</i>	<i>v</i> as in <i>vase</i> ; see also 1.2.1 for its functions as vowel (<i>u</i> or <i>o</i>) and diphthong (<i>ow</i>)	و	و	و	و		↑
31. <i>he</i>	<i>h</i> as in <i>horse</i> (as consonant); see also 1.2.1 for its functions as vowel (final <i>a</i> or <i>e</i>)	ه	ه	ه	ه	No. 8	↔ (as consonant) or → (when final vowel)
32. <i>ye</i>	<i>y</i> as in <i>yes</i> (as consonant); see also 1.2.1 for its functions as vowel (<i>i</i> as in <i>machine</i>) and diphthong (<i>ey</i> as in <i>prey</i>)	ي	ي	ي	ي		↔

~

5. Note that the letter ة (No. 31) connects from both sides as a consonant, but only from the right when used as a final vowel.
6. In the Romanization of Arabic names that use the letter ق [24], Western tradition usually uses the letter *q* (as in *Qaddafi* or *Qatar*), to distinguish it from غ [22] (*gh*, as in *Ghana* or *Maghreb*). In Persian, however, there being no difference in pronunciation between ق and غ, normally *gh* is used for both.
7. The two letters representing the consonant 'h' (8 and 31) have the same name also in Persian. To distinguish one from the other, ح is called *he-ye jimi* (meaning 'the *he* that looks like a *jim*') or occasionally *he-ye hotti* (using the word حُطِّي from the *Abjad* numeral system), while ه is called *he-ye do-cheshm* (meaning 'the two-eyed *he*') or occasionally *he-ye havvaz* (using the word هَوَّز from the same numeral system).

Some questions you might have:

How to connect?

'Initial' form in the middle of a word?

'Alone' form where you expect it to be the 'final' form?

Don't get confused by the names used for the different positions of a letter in the word. After letters that do not connect from the left, you always need the *initial* form of the next letter, not the *middle* one; and you will need the *alone* form if it is the last letter, not the *final* one. This can become a problem only for those letters that have more than two basic forms: ع (*eyn*, 21), غ (*gheyn*, 22) and ه (*he*, 31).

Let's suppose that you need to connect the following letters (from right to left) to make a word:

م + ر + غ + ا + ب + ي

If you check Table 1.3, you will find the different shapes these letters can have in different positions:

name of letter	alone	final	middle	initial
<i>mim</i> (28)	م	م	ـم	مـ
<i>re</i> (12)	ر	ر	ـر	رـ
<i>gheyn</i> (22)	غ	ـغ	ـغ	غـ
<i>alef</i> (1)	ا	ا	ا	ا
<i>be</i> (2)	ب	ب	ـب	بـ
<i>ye</i> (32)	ي	ي	ـي	يـ

We know that the letters ر (*re*, 12) and ا (*alef*, 1) do not connect from the left (and have only one shape, like all the other letters that do not connect from the left), and therefore, we have a 'new start' after them. Now, which forms should you choose and how would you write these letters to make one word? This will be the final shape of the word:

مرغابی

As you see, we are writing the letter غ in its *initial* form here, not its *middle* form, because it comes after ر (a 'non-connector'). After *alef* also we are using the initial form of ب (*be*, 2), but here the *initial* and *middle* forms are the same. (You should only be careful not to add a 'connecting tail' to ب: it would be wrong to write the word as مرغابی.)

(Curious to know how this word is pronounced and what it means? It is pronounced *mor.ghā.bi* and means 'duck'.)

Note about joining the letters lām (27) and alef (1):

When you want to write *alef* after letters that connect from both sides, you normally don't take your pen off the paper and go from the base line straight up. However, if the previous letter is ل [*lām*], you take the pen off the paper after you have written your *initial* (or *middle*) *lām* and write the *alef* from above with a slant not unlike a backslash, almost to connect to the base of *lām*, letting the *lām*'s hook remain to its left on the base line. The resulting shape, therefore, would not look like 'لـ' but rather like: لـ (in some fonts and styles looking like this: لا). Regardless of its shape, you should not forget that the last letter in this combination is *alef* and *alef* does not connect from the left.

Compare:

لال [*lāl*], ملل [*melāl*], ملال [*malāl*], قاب [*ghāb*], قلب [*ghalb*],
انقلاب [*enghelāb*].

Table 1.4: Letters with the same sound

Most common letter for the sound	Z ز	S س	T ت	H ه	Gh ق	Glottal stop ا / آ
Other letters sharing the sound	ذ ض ظ	ث ص	ط	ح	غ	ع also <i>hamze</i> ; see 1.2.3: أ / إ / ئ / ء

1.2.3 'Hamze' همزه and glottal stop in Persian

Hamze is the sign ء used to represent a glottal stop. (For the Romanization in this book, an apostrophe sign is used for the glottal stop, but no sign is used when it is in initial position, that is, for words that begin with a vowel.) In this regard, it is like the letter ع [*eyn*], which is used only in borrowings from Arabic and is treated in Persian in the same way as a simple glottal stop. Unlike *eyn*, however, *hamze* is not treated as a separate letter, and in Persian it is never in an initial position (where *alef* is usually used) – which means that in dictionaries there is no separate entry for *hamze*. In words of an Arabic origin, it is usually combined (as a diacritical mark) with the three letters representing the so-called 'long' vowels:

أ = ا + ء

ؤ = و + ء

ئ = ی + ء (in which case ی will lose its dots: ئ).

The last one is the one preferred in contemporary Persian, sometimes replacing ا in *middle* position, and it is the one used for Persian or non-Arabic words also in *middle* position when a glide is needed between two vowels, although a recent tendency prefers to replace *hamze* in such cases by a simple ی. Examples: هاوایی or هاوائی (*hāvā'i*, Hawaii), تئاتر (*te'ātr*, theater), سئول (*se'ul*, Seoul, capital of South Korea).

Some examples of glottal stops in different positions and accompanied by different vowels (almost all of them proper nouns):

افغان (*afghān*, Afghan)

عرب (*arab*, Arab)

اسپانیا (*espāniyā*, Spain)

عبری (*ebri*, Hebrew)

عراق (*erāgh*, Iraq)

سوئد (*su'ed*, Sweden)

نیکاراگوئه (*nikārāgu'e*, Nicaragua)

اروپا (*orupā*, Europe)

عمر (*omar*, Omar)

نئون (*ne'on*, neon)

مائو (*mā'o*, Mao)

آلمان (*ālmān*, Germany)

عاليه (*āliye*, Aliya)

تئاتر (*te'ātr*, theater)

ساموآ (*sāmo'ā*, Samoa)

اوگاندا (*ugāndā*, Uganda)

سئول (*se'ul*, Seoul)

ايران (*irān*, Iran)

اسرائيل (*esrā'il*, Israel)

عيسا (*isā*, Jesus)

يسوع (*yasu'*, a less common version of عيسى or عيسا, Jesus)

شعبان (*sha'bān*, Shaban, eighth month in the Arabic calendar).

1.2.4 Hamze and hé [ه]

In Persian you will often see a *hamze* placed above a final *he* [ه]. That is not a real *hamze* standing for a glottal stop, but rather a small *ye* [ی] used as a glide when a final ه, in its function as vowel (usually representing final -e), is followed by another vowel. It changes the pronunciation of -e to -e-ye.

Example:

نامه [pronounced *nāme*] → نامه [pronounced *nāme-ye*].

1.2.5 The four letters with different functions: a review of ا, و, ه and ی

Alef and *ā* [ا / آ]

This letter is the carrier of the glottal stop required before all vowels and diphthongs when in *initial* position, but it is used in *middle* and *final* position also as a simple *ā*. To sum up:

1. آ (with *madd* above *alef*) always represents *ā* in *initial* position (usually at the beginning of a word, but occasionally in other positions when at the beginning of a syllable).
2. ا represents *a*, *e* or *o* when in *initial* position (i.e., at the beginning of a syllable, which often means at the beginning of a word).
3. As a glottal stop, it precedes the letters و and ی in *initial* position to represent the vowels *u* and *i* or the diphthongs *ow* and *ey*.
4. In *middle* and *final* positions (i.e., when *not* at the beginning of a syllable), ا represents the vowel *ā*.

5. With a *hamze* above *alef* [أ], it is simply a glottal stop in *middle* and *final* positions.

Vāv [و]

1. As a consonant, و has the sound *v* in all positions.
2. Though there is no *w* sound in Persian, occasionally between two vowels, as in certain plurals [e.g., آهوان, *āhuwān*, gazelles], or when the diphthong *ow* is followed by a vowel, و can have a *w* sound.
3. It can represent the vowel *u* in *middle* and *final* positions. (In *initial* position also, when preceded by *alef*.)
4. It can represent the diphthong *ow* in *middle* and *final* positions. (In *initial* position also, when preceded by *alef*.)
5. It can represent the vowel *o* in *final* position, occasionally in *middle* position also, especially after the consonant خ [*kh*] or in foreign (i.e., Western) words.
6. With a *hamze* written above vāv [ؤ], it is simply a glottal stop in *middle* and *final* positions.
7. Owing to certain changes in the phonetic system of the language in the course of its development, sometimes a و is written after the consonant خ [*kh*] but not pronounced at all, as in the word خواهر [*khāhar*, sister].
8. As number 2 above shows [آهوان, *āhuwān*], sometimes و has a double function (*u* + *w*), though written only once. (Comparable to the double functions of ی; see under *ye* below, No. 4.)

Hé [ه]

1. As a consonant, ه has the sound *h* in all positions.
2. In *final* position (i.e., at the end of a syllable), it can represent the vowels *-a* (in only one word in contemporary Persian: the word نه [*na*, 'no']) or *-e* (very common).
3. For *hamze* and *he* [ه], pronounced *-e-ye*, see 1.2.4.

Ye [ی]

1. As a consonant, ی has the sound *y* in all positions.
2. It can represent the vowel *i* in *middle* and *final* positions. (In *initial* position also, but only when preceded by *alef*.)
3. It can represent the diphthong *ey* in *middle* and *final* positions. (In *initial* position also, but only when preceded by *alef*.)
4. Sometimes, when functioning as *i* but followed by another vowel (in which case the glide *y* is usually required), ی can have a double function as *i* + *y* (though written only once), as in the word سیاه [*siyāh*,

black]. (Sometimes you have the same double function in English in *i* as in *piano*.)

5. With a *hamze* written above *ye* [ئ], it is simply a glottal stop in *middle* and *final* positions.

1.2.6 Three more signs: tashdid, tanvin and sokun

Tashdid and *tanvin* are used almost exclusively for borrowings from Arabic. *Tashdid* and *sokun* are very often not written at all, though they are recommended when they help the reader avoid a different and wrong reading.

Tashdid is the sign ّ placed above a consonant (usually in middle position, never initially) to show that the consonant has to be pronounced twice. This occurs when a syllable ends in a consonantal sound and the next syllable begins with the same consonant: two adjacent similar consonants flanked on both sides by vowels (VCCV). In English words, such 'double consonants' are never pronounced twice and they only help determine the pronunciation of the preceding vowel (compare *later* and *latter*, *fury* and *furry*, or *diner* and *dinner*). To see how it would really sound in English if a consonant were to be pronounced twice, we would have to choose two words instead of one. Consider, for instance, how you would pronounce the consonant *d* if you were to say 'a *sad day*' (as distinct from the double *d* in the middle of words like *saddle* or *sudden*).

Not many words of Persian origin need *tashdid*, one example being the word بچه, pronounced *bach-che*, 'child'. More examples:

معلم [*mo-al-lem*], teacher

محمد [*mo-ham-mad*], Muhammad, Prophet of Islam

مکه [*mak-ke*], Mecca

مصدق [*mo-sad-degh*], Mosaddeq, Iran's nationalist prime minister before the 1953 coup.

Tanvin is the sign ً (similar to the diacritical sign for the vowel *a*, but written twice). It is only used in final position and in borrowings from Arabic (it is not recommended for non-Arabic words, though occasionally used), and even in those cases, Persian would prefer to use it only above the letter *alef*. Then that *alef* would not be pronounced as *-ā* as one would expect, but as *-an*. Its function is changing [Arabic] nouns to adverbs.

Examples:

نسبت [*nes-bat*, relation] → نسبتاً [*nes-ba-tan*, relatively];

or بعد [*ba'd*, after] → بعداً [*ba'-dan*, afterwards/later].

Sokun (or *jazm*) is the sign َ placed on a consonant to show that it is not followed by a vowel (or 'no vowel is attached to it'). This sign also is hardly ever written, unless it is found necessary to avoid misreading.

Example:

سِخَر [sehr, magic], as distinguished from سَحَر [sahar, dawn].

Table 1.5: More examples of connecting letters (right to left)

letters connected (wherever possible) to form words	separate letters in their 'alone standing' form
کفشدوز	ک - ف - ش - د - و - ز
هواشناسی	ه - و - ا - ش - ن - ا - س - ی
دلپذیر	د - ل - پ - ذ - ی - ر
نشیمنگاه	ن - ش - ی - م - ن - گ - ا - ه
چراغانی	چ - ر - ا - غ - ا - ن - ی
مشغولیات	م - ش - غ - و - ل - ی - ا - ت
صندوقچه	ص - ن - د - و - ق - چ - ه
متراافات	م - ت - ر - ا - د - ف - ا - ت
نیرنگباز	ن - ی - ر - ن - گ - ب - ا - ز
زادوولد	ز - ا - د - و - و - ل - د
شکمپرست	ش - ک - م - پ - ر - س - ت
تشکیلاتی	ت - ش - ک - ی - ل - ا - ت - ی
مستغرق	م - س - ت - غ - ر - ق
زالوصفتانه	ز - ا - ل - و - ص - ف - ت - ا - ن - ه
گیاهخواران	گ - ی - ا - ه - خ - و - ا - ر - ا - ن
مبعوث	م - ب - ع - و - ث
شیرفهم	ش - ی - ر - ف - ه - م
غضروفی	غ - ض - ر - و - ف - ی
استثمارگر	ا - س - ت - ث - م - ا - ر - گ - ر
زرفنگری	ز - ر - ف - ن - گ - ر - ی

Exercises

Exercises

Exercise 1.1

Connect the letters (that are all in their *alone* form) wherever possible.

Example (from right to left): ق د ر ت م ن د ← قدرتمند

1. ه ن ر پ ی ش ه
2. م ش ت ر ک ا ت
3. پ ش ت ی ب ا ن ی
4. م ژ گ ا ن ه ای ش
5. م ذ ب و ح ا ن ه
6. س پ ا س گ ز ا ر م
7. ض و ا ب ط
8. و ا ق ع گ ر ا ی ی
9. چ ر ا غ س ا ز ی
10. ث ن ا گ و ی ا ن
11. م ت ش ب ث
12. ت ن ا ز ع
13. ج ن ج ا ل ی
14. ا س ت د ل ا ل
15. ص و ر ت گ ر
16. ن ظ ر ب ا ز
17. م ص و ب ه
18. ح ا ض ر ج و ا ب
19. ق و ر ب ا غ ه
20. م س ت خ ل ص

Exercise 1.2

Write the following in Persian. For sounds represented by different letters, use the letter most commonly used (shown by bold numbers in Table 1.3). For the first ten, write the diacritical signs also for the vowels *a*, *e*, *o* and the diphthongs *ow* and *ey*.

Example: *miz* → میز

1. *mard*. 2. *zan*. 3. *dokhtar*. 4. *pesar*. 5. *pedar*. 6. *mādar*. 7. *barādar*. 8. *shahr*.
9. *khāne*. 10. *otāgh*. 11. *mesvāk*. 12. *surākh*. 13. *honarmand*. 14. *mehmāni*.
15. *hamishe*. 16. *parastu*. 17. *towlidāt*. 18. *movāzi*. 19. *pāltow*. 20. *gorbe*.

Exercise 1.3

Write the Romanization of the following Persian words, using the signs and letters that represent the sounds. Diacritical marks for vowels have been added to make only one pronunciation possible.

Example: مُسَافِر → *mosāfer*

1. چَنگال 2. قَاشُق 3. اَنگِشت 4. زَبان 5. بَینی 6. گُوش 7. دَهان 8. چَشم 9. صُورَت
10. رُوادید 11. مِصداق 12. عِرفانی 13. شِعر 14. مُتَفی 15. مَغازِه 16. طَبَس 17. اَسِمان
18. اِسْتِشاء 19. گِرِفَتار 20. مُخالِف

Exercise 1.4

Write again the Romanization of the following words, using the signs and letters that represent the sounds. This time, however, no diacritical marks have been used to help you decide the correct pronunciation. Since you don't know these words, you should write all possible pronunciations for each word (some of which would have no meaning in Persian and do not exist as words). Do not forget that we cannot have more than one consonant before the vowel in each syllable, and, to make it easier, do not consider *tashdid* as an option here.

Example: سَفر → *safr, sefr, sofr, safar, safer, safor, sefar, sefer, sefor, sofar, sofer, sofor*.

(For your information: of these 12 possible pronunciations, only two are currently used as meaningful words in Persian: *safar*, a very common word meaning *travel*, and *sefr*, a less common word used mainly in the sense of a *book* of *The Old Testament*. The context usually helps the reader decide which of these two pronunciations is required.)

1. قاضی 2. دانا 3. آبله 4. احمد 5. کلم 6. خوب 7. اسب 8. قاطر 9. تر 10. خشک

UNIT TWO

Nouns and adjectives
Singular and plural
The connector *ezāfe*

فصل ۲

اسم و صفت
مفرد و جمع
[کسره] اضافه

Vocabulary

Start learning and memorizing your first Persian words. (Some could be just names, or grammatical terms that you can skip.)

فصل	<i>fasl</i>	chapter, unit; season (<i>pl.</i> فصول, <i>fo.sul</i>) ¹
اسم	<i>esm</i>	noun (<i>gr.</i>); name (<i>pl.</i> اسامی, <i>a.sā.mi</i>)
صفت	<i>se.fat</i>	adjective (<i>gr.</i>) (<i>pl.</i> صفات, <i>se.fāt</i>)
و	<i>va</i>	and
مفرد	<i>mof.rad</i>	singular (<i>gr.</i>)
جمع	<i>jam'</i>	plural (<i>gr.</i>)
کسره	<i>kas.re</i>	the <i>-e</i> vowel (<i>gr.</i>); its symbol
اضافه	<i>e.zā.fe</i>	addition; connecting words by adding <i>-e</i> (<i>gr.</i>)
زن	<i>zan</i>	woman; wife
مرد	<i>mard</i>	man
خانم	<i>khā.nom</i>	Mrs. or Miss, lady
آقا	<i>ā.ghā</i>	Mr., gentleman
دختر	<i>dokh.tar</i>	girl; daughter
پسر	<i>pe.sar</i>	boy; son
مادر	<i>mā.dar</i>	mother
پدر	<i>pe.dar</i>	father

¹Though occasionally mentioned in this book, the broken plurals of Arabic words are usually not as common as the Persian plurals, and hardly ever used in colloquial Persian.

بَچَہ	<i>bach.che</i>	child
خوَاهَر	<i>khā.har</i>	sister
بِرَادَر	<i>ba.rā.dar</i>	brother
کِشَوَر	<i>kes.h.var</i>	country
شَہر	<i>shahr</i>	city
دِہ	<i>deh</i>	village
کُوه	<i>kuh</i>	mountain
خَانِہ	<i>khā.ne</i>	house
نَامِہ	<i>nā.me</i>	letter
مِدَاد	<i>me.dād</i>	pencil
قَلَم	<i>gha.lam</i>	pen
کِتَاب	<i>ke.tāb</i>	book (<i>pl. کتب, ko.tob</i>)
دَفْتَر	<i>daft.ar</i>	notebook (<i>pl. دفاتر, da.fā.ter</i>)
دَانِشْجُو	<i>dā.nesh.ju</i>	a college/university student
پَرَنْدِہ	<i>pa.ran.de</i>	bird
اَسَب	<i>asb</i>	horse
اَہُو	<i>ā.hu</i>	gazelle
اِیرَان	<i>i.rān</i>	Iran
اِیرَانِی	<i>i.rā.ni</i>	Iranian (<i>n.; adj.</i>)
شَاعِر	<i>shā.'er</i>	poet (<i>pl. شعرا, sho.'a.rā</i>)
شَاعِرِہ	<i>shā.'e.re</i>	poetess
دِرَخت	<i>de.rakht</i>	tree
سِتَارِہ	<i>se.tā.re</i>	star
چِشْم	<i>cheshm</i>	eye
اَبْرُو	<i>ab.ru</i>	eyebrow
گوش	<i>gush</i>	ear
بِیْنِی	<i>bi.ni</i>	nose
سَر	<i>sar</i>	head
صَوْرَت	<i>su.rat</i>	face

دست	<i>dast</i>	hand
پا	<i>pā</i>	foot
پایان	<i>pā.yān</i>	end
زبان	<i>za.bān</i>	tongue; language
دکتر	<i>dok.tor</i>	doctor
خوب	<i>khub</i>	good
بد	<i>bad</i>	bad
بزرگ	<i>bo.zorg</i>	big
کوچک	<i>ku.chek</i>	small
زشت	<i>zesht</i>	ugly
زیبا	<i>zi.bā</i>	beautiful
روز	<i>ruz</i>	day
شب	<i>shab</i>	night
تاریخ	<i>tā.rikh</i>	history (<i>pl.</i> تواریخ, <i>ta.vā.rikh</i>)
نزدیک	<i>naz.dik</i>	near (<i>adj.</i>)
نزدیک	<i>naz.dī.k-e</i>	near (<i>prep.</i>)
محمد مصدق	<i>mo.ham.mad</i> <i>mo.sad.degh</i>	Mohammad Mosaddegh (PM of Iran, 1951–53)

2.1 Nouns

There is no grammatical gender in Persian. As a result, nouns do not have gender-specific articles or endings and undergo no inflection in different cases. In this regard, even the borrowings from Arabic are usually treated – or are expected to be treated – like Persian words. Just as in English a few words have special feminine forms (actress, poetess, etc.), in Persian also some borrowings from Arabic might use a feminine ending, which, in its ‘Persianized’ form, is a ‘silent *hé*’ (ه) added, pronounced as a final *-e* sound: شاعر [*shā’er*, poet], شاعره [*shā’ere*, poetess].

2.1.1 Plural of nouns

There are two plural endings in Persian that are added to nouns, and there are words borrowed from Arabic that often have their own broken plurals

also, although the Persian plural suffixes can be used for these as well and are much more common, especially in colloquial Persian.

A. The plural suffix ها [-hā]

The universal and more common plural ending is a stressed *-hā* suffix (ها), which can be added to all nouns, even to those for which other plural forms are also possible. It is usually joined to the noun, although in more recent times the non-joined style is also becoming popular.

Examples:

مرد [*mard*, man], مردها [*mard-hā*, men]; زن [*zan*, woman], زنها or زن‌ها [*zan-hā*, women].

If the noun ends in *silent hé* (= final *-e*), however, the *-hā* suffix is always written separately and never joined.

Examples:

خانه [*khāne*, house] ends in final *-e*, and the plural *-hā* suffix cannot be joined: خانه‌ها [*khāne-hā*, houses].

ده [*deh*, village] ends in the consonantal ه (*hé*), which means that the plural *-hā* suffix is usually joined, although it *can* be written separately as well: ده‌ها or ده‌ها [*deh-hā*, villages].

B. The plural suffix ان [-ān]

The other plural suffix is ان [-ān]. Unlike ها, however, this one has certain limitations in its usage:

1. It is used in formal and written Persian only; never in colloquial Persian. This means by extension that it is never attached to nouns that are used solely or predominantly in colloquial Persian.
2. It is used almost exclusively for animates, provided that they are not foreign words (like دکتر [*doktor*, doctor]) or too colloquial. (For inanimates, see the note on *exceptions* that follows.)
3. It is always joined in writing and pronounced together with the last sound of the noun. Examples: زن [*zan*, woman], زنان [*za-nān*, women]; مرد [*mard*, man], مردان [*mar-dān*, men].

4. Since this suffix starts with a vowel, it usually has to be preceded by a glide if the noun also ends in a vowel:

- nouns ending in vowel -ā use the glide ی [y]: آقا [āghā] → آقایان [āghāyān];
- nouns ending in vowel -u also often use the glide ی (دانشجو, *dāneshju*, 'student' → دانشجویان, *dāneshjuyān*, 'students'), but sometimes simply change the pronunciation of *u* to *uw* without adding any letter in writing (آهو, *āhu*, 'gazelle' → آهوان, *āhuwān*, 'gazelles' or ابرو, *abru*, 'eyebrow' → ابروان, *abruwān*, 'eyebrows' – see also 1.2.5/Vāv/ No. 2 and No. 8);
- in nouns ending in vowel -i, an additional ی is not written but the glide ی is pronounced (ایرانی, *irāni*, 'Iranian' → ایرانیان, *irāniyān*, 'Iranians' – see also 1.2.5/Ye/No. 4);
- in Persian nouns ending in vowel -e, the consonant *g* [گ] – which is a remnant of the original -ak or -ag ending – is usually used as the glide, and in writing the *silent hé* is dropped: پرند, *parande*, 'bird' → پرندگان, *parandegān*, 'birds';
- there are no nouns ending in -a and -o in Persian that need the plural suffix -ān, so no need to worry about a glide here;
- nouns ending in diphthongs -ow and -ey need no glide (-ow, -ey → -o-wān, -e-yān).

Some exceptions:

1. Some nouns like خانم [*khānom*] and بچه [*bach-che*], though referring to *animates*, form their plurals always with ها : خانمها / بچهها (the latter can be found as بچگان in classical Persian poetry only, but we are learning standard, contemporary Persian here).
2. A few nouns that appear (at least in modern times) to refer to *inanimates*, can have their plurals with -ān also:

درخت [*derakht*, tree] → درختان or درختها [trees];

ستاره [*setāre*, star] → ستارگان or ستارهها [stars].

To this group also belong certain parts of the body that are in pairs, though not all of them:

چشم [*cheshm*, eye] → چشمان or چشمها [eyes];

دست [*dast*, hand] → دستان or دستها [hands].

But: گوش [*gush*, ear] → always گوشها [ears]; or پا [*pā*, foot] → always پاها [feet] – پایان [*pāyān*] being a different (singular) noun meaning *end*, its plural formed by adding -hā.

C. Arabic plurals

Arabic plurals, though mentioned on word lists when common in Persian, are almost never as common as Persian plurals for the same words. They are sometimes formed by adding certain suffixes (like *-āt*) and sometimes involve a change of internal vowels.

2.2 Adjectives

Three basic rules about adjectives in Persian:

1. They have only one form and remain unaffected by number, gender and case.
2. They follow the noun they are modifying; the noun can be singular or plural.
3. The modified noun needs a 'connector' and this is an *-e* suffix (known as اضافه *ezāfe*) added to the noun. If the noun ends in a vowel, a glide (usually ی, *y*) would be needed between the adjective and the connector *-e*.

If you have two (or more) adjectives, you connect them by either *ezāfe* or by using the conjunction و [*va*, and] between them. This *va* can be, and often is, pronounced as *-o*, or as *-wo* after vowels – and connected (in pronunciation, not in writing) to the previous word.

See 2.3 to learn more about the glide used after different vowels, also about some other functions of *ezāfe*.

Example with one adjective:

مداد [medād, pencil], خوب [khub, good], مدادِ خوب [medād-e khub, good pencil],
مدادهایِ خوب [medād-hā-ye khub, good pencils].

Example with two adjectives:

مدادِ خوبِ کوچک [medād-e khub-e kuchek, good small pencil] or
مدادِ خوب و کوچک [medād-e khub va kuchek, good and small pencil].

2.3 کسره اضافه or اضافه [kasre-ye] ezāfe

Ezāfe does not connect nouns and adjectives only: it is used in Persian to connect *almost* any word to another (except adverbs and conjugational or possessive suffixes).

A. *How it is pronounced and written:*

- a. If the word that needs *ezāfe* ends in a consonant (or in a diphthong), the vowel *-e* is simply attached to the last sound of the word, i.e., to the consonant.

Note: Don't be tempted by the Romanization of *مداد خوب* as *medād-e khub* to pronounce the *ezāfe* separately: this *-e* always forms a new syllable with the consonant that precedes it, and a syllable-based Romanization in this case would be *me-dā-de khub*.

- b. After all vowels, *ezāfe* would need the glide *-ye* (in pronunciation).
c. In writing, in the case of final *-a* and *-e*, this *-ye* is usually written as a *hamze* on the silent *hé* = *ه* (see 1.2.4: خانه کوچک [*khāne-ye kuchek*, small house]).
d. It is written as the letter *ye* (ی) after final *-o*, *-ā* and *-u*: پای پدر [*pā-ye pedar*, father's foot].
e. In words ending in *-i*, a second ی is not needed to be written, and the letter ی will have a double function then as both *-i* and *-ye* (see 1.2.5/Yes/No. 4): بینی بزرگ [*bini-ye bozorg*, big nose].
f. Diphthongs, already ending in a (semi-) consonant, do not need a glide: when *ezāfe* (namely, *-e*) is added, *-ow* is simply pronounced as *-o-we* and *-ey* as *-e-ye*.

اضافه or
کسره اضافه
[kasre-ye]
ezāfe

B. *How it functions:*

- a. It connects nouns and adjectives, as we saw above (2.2): noun + *ezāfe* + adjective: کتاب خوب [*ketāb-e khub*, good book]; کتابهای خوب [*ketābhā-ye khub*, good books].

In most of the other cases, it comes very close to the preposition *of* in English:

- b. It connects two nouns with attributive or genitive functions: کتاب تاریخ [*ketāb-e tārikh*, book of history = history book]; دست دختر [*dāst-e dokhtar*, hand of girl = girl's hand].
c. It connects Iranian first names and last names (= attributes), as well as certain honorifics like آقا [*āghā*, Mr.] and خانم [*khānom*, Mrs.] and the last name that follows them: محمد مصدق [*mohammad-e mosaddegh*, Mohammad Mosaddeq]; آقای مصدق [*āghā-ye mosaddegh*, Mr. Mosaddeq].
d. It connects most of the geographical nouns to specific names: کشور ایران [*keshvar-e irān*, Country of Iran], کوه اورست [*kuh-e everest*, Mount of Everest].
e. It connects most of the prepositions to their objects: نزدیک صندلی [*nazdik-e sandali*, near the chair, or, in the vicinity of the chair].

Exercises

Exercise 2.1

Give the plural of the following nouns by using the *-hā* suffix, joining it wherever possible.

Example: مرد → مردها.

1. شاعر 9. زبان 8. صورت 7. آهو 6. پرنده 5. ده 4. شهر 3. دانشجو 2. کتاب
10. دست 15. بچه 14. خانه 13. روز 12. خانم 11. شاعره

Exercise 2.2

Give the plural of the following nouns; if more than one plural is possible for a noun, write them all.

Example: مادران / مادرها → مادر.

1. ستاره 10. بچه 9. خانم 8. آقا 7. شب 6. ایرانی 5. شاعر 4. زبان 3. زن 2. دکتر
11. پرنده 15. صندلی 14. نامه 13. انگشت 12. گوش

Exercise 2.3

In which of the following nouns has the plural *-ān* suffix been wrongly used? (Write the numbers.)

1. ابروان 8. درختان 7. دانشجویان 6. آهوان 5. کتابان 4. بچگان 3. چشمان 2. گوشان
9. اسبان 15. پدران 14. دستان 13. ایرانیان 12. دفتران 11. تاریخان 10. بینان

Exercise 2.4

Combine the following pairs of words (which can be two nouns or a noun and an adjective) by using *ezāfe* (and, if needed, a glide), then translate them into English. You should decide which word must go first to make a meaningful combination.

Example: مداد ابرو → ابرو-مداد (pencil of eyebrow / brow pencil).

1. زیبا-صندلیها 5. شاعران-بزرگ 4. کوچک-ستارهها 3. دختر-قلم 2. مادر-خوب
6. اسب-گوش 10. تاریخ-دانشجو 9. ده-ایرانی 8. بد-شب 7. دستها-زشت
11. کشور-تاریخ 15. زبان-کتاب 14. خانه-نزدیک 13. صورت-آهو 12. پسر-برادر

UNIT THREE

Numbers

Demonstrative adjectives

Demonstrative pronouns

فصل ۳

عدد

صفت اشاره

ضمیر اشاره

New words in this unit

عدد	<i>a.dad</i>	number (<i>gr.</i>) (<i>pl.</i> اعداد, <i>a'.dād</i>)
صفت اشاره	<i>se.fa.t-e e.shā.re</i>	demonstrative adjective (<i>gr.</i>)
ضمیر اشاره	<i>za.mi.r-e e.shā.re</i>	demonstrative pronoun (<i>gr.</i>)
این	<i>in</i>	this (<i>adj.</i> and <i>pr.</i>)
اینها	<i>in.hā</i>	these (<i>pr.</i>)
آن	<i>ān</i>	that (<i>adj.</i> and <i>pr.</i>)
آنها	<i>ān.hā</i>	those (<i>pr.</i>)
ساعت	<i>sā.'at</i>	hour; watch; clock (<i>pl.</i> ساعات, <i>sā.'āt</i>)
نفر	<i>na.far</i>	person (counting word)
کیلو	<i>kilu</i>	kilo
متر	<i>metr</i>	meter
تا	<i>tā</i>	'item' as counting word (preferably for non-humans)
بار	<i>bār</i>	'time' as counting word
دفعه	<i>daf'e</i>	'time' as counting word
مرتبه	<i>mar.te.be</i>	'time' as counting word
دانه	<i>dā.ne</i>	'item' as counting word for inanimates
جلد	<i>jeld</i>	volume (counting word for books)
آخر	<i>ā.khar</i>	last, final
آخرین	<i>ā.kha.rin</i>	last, final

واپسین	<i>vā.pa.sin</i>	last, final [<i>lit.</i>]
بازپسین	<i>bāz.p.sin</i>	last, final [<i>lit.</i>]
اول	<i>av.val</i>	first
اولین	<i>av.valin</i>	first
نخست	<i>no.khost</i>	first [<i>lit.</i>]
نخستین	<i>no.khos.tin</i>	first [<i>lit.</i>]
دوم	<i>dov.vom</i>	second
دومین	<i>dov.vo.min</i>	second
سوم	<i>sev.vom</i>	third
سومین	<i>sev.vo.min</i>	third

(For a list of numbers, see Table 3.1)

3.1 Numbers

When written as numerals, numbers are written from left to right (as in English) – even when written in the middle of a text that is normally written from right to left.

3.2 Cardinal numbers

Cardinal numbers are those that tell *how many*. The following are the Persian cardinal numbers from 1 to 1001:

Table 3.1: Numbers

	Numeral	Name	Pronunciation
0	۰	صفر	<i>sefr</i>
1	۱	یک	<i>yek</i>
2	۲	دو	<i>do</i>
3	۳	سه	<i>se</i>
4	۴	چهار	<i>cha.hār</i>
5	۵	پنج	<i>panj</i>
6	۶	شش	<i>shesh</i>

Table 3.1: (cont'd)

	Numeral	Name	Pronunciation
7	۷	هفت	<i>haft</i>
8	۸	هشت	<i>hasht</i>
9	۹	نه	<i>noh</i>
10	۱۰	ده	<i>dah</i>
11	۱۱	یازده	<i>yāz.dah</i>
12	۱۲	دوازده	<i>da.vāz.dah</i>
13	۱۳	سیزده	<i>siz.dah</i>
14	۱۴	چهارده	<i>cha.hār.dah</i>
15	۱۵	پانزده	<i>pānz.dah</i>
16	۱۶	شانزده	<i>shānz.dah</i>
17	۱۷	هفده	<i>hef.dah</i>
18	۱۸	هجده	<i>hej.dah</i>
19	۱۹	نوزده	<i>nuz.dah</i>
20	۲۰	بیست	<i>bist</i>
21	۲۱	بیست و یک	<i>bis.t-o-yek</i>
30	۳۰	سی	<i>si</i>
40	۴۰	چهل	<i>che.hel</i>
50	۵۰	پنجاه	<i>pan.jāh</i>
60	۶۰	شصت	<i>shast</i>
70	۷۰	هفتاد	<i>haf.tād</i>
80	۸۰	هشتاد	<i>hash.tād</i>
90	۹۰	نود	<i>na.vad</i>
100	۱۰۰	صد	<i>sad</i>
101	۱۰۱	صد و یک	<i>sa.d-o-yek</i>
200	۲۰۰	دویست	<i>de.vist</i>
300	۳۰۰	سیصد	<i>si.sad</i>
400	۴۰۰	چهارصد	<i>cha.hār.sad</i>

Table 3.1: (*cont'd*)

	Numeral	Name	Pronunciation
500	۵۰۰	پانصد	<i>pān.sad</i>
600	۶۰۰	ششصد	<i>shesh.sad</i>
700	۷۰۰	هفتصد	<i>haft.sad</i>
800	۸۰۰	هشتصد	<i>hasht.sad</i>
900	۹۰۰	نهصد	<i>noh.sad</i>
1000	۱۰۰۰	هزار	<i>he.zār</i>
1001	۱۰۰۱	هزار و یک	<i>he.zā.r-o-yek</i>

Note 1: The sign for zero is not much different in this alphabet from the punctuation mark *period*, which can sometimes be confusing.

Note 2: The signs for the numerals 4 (۴), 5 (۵) and 6 (۶) have slightly different shapes in Arabic and are written as ٤, ٥ and ٦ respectively. Both versions, however, are familiar and common in Persian.

Note 3: The conjunction و [*va*, and]: in combinations of numbers, the conjunction و [*va*, and] is used to connect numbers of different orders – for instance, between hundreds and tens and ones. Though always written separately, within numbers this *va* is always connected to the preceding number in pronunciation and pronounced as *-o* (see numbers 21, 101 and 1001 in Table 3.1). Even when not within numbers, it is usually pronounced as *-o* when connected to the preceding word in pronunciation – a practice very common in spoken Persian – but as *va* when not connected.

3.2.1 Numbers with nouns

Three simple rules:

1. Nouns always come *after* numbers;
2. nouns always remain *singular* after numbers, even though, with numbers above 1, the meaning is plural –
3. in which case, the verb must also be plural for animates, but it *can* remain singular for inanimates. (For examples with verbs, see Unit 4.)

Example: مداد [*medād*, pencil], مدادها [*medādhā*, pencils], but: پنج مداد [*panj medād*, five pencils]. As the example shows, after the number پنج, the noun مداد remains singular.

3.3 Ordinal numbers and fractions

Ordinal numbers are those that tell you the *order* of things in a set, not the quantity. Persian has two slightly different suffixes for ordinal numbers, which are used in two different ways:

- A. The suffix *-omin* is added to the number, and the ordinal number is treated as a normal number placed before the noun: هفت شهر [*haft shahr*, seven cities] → هفتمین شهر [*haftomin shahr*, seventh city].
- B. A shorter suffix, just *-om*, is added to the number, and then the ordinal number is treated as an adjective, meaning that it is placed after the noun, preceded by the connector *ezāfe*: شهر هفتم [*shahr-e haftom*, seventh city]. (See 2.3 for *ezāfe*.) As is the case with adjectives, the preceding noun can be singular or plural: روز ششم [*ruz-e sheshom*, sixth day] or روزهای ششم [*ruz-hā-ye sheshom*, the sixth days].

The prepositioned *-omin* version A is especially more common when the noun has other modifiers also; هفتمین شهر بزرگ ('seventh big city') is preferred to شهر بزرگ هفتم.

However, it is the postpositioned *-om* version B that is used for fractions. The formation of fractions is very regular and similar to English, with the only difference being that in Persian fractions are not hyphenated in writing, and the ordinal number always remains singular: thus three-eighths would simply be سه هشتم [*se hashtom*]. (When using numerals, Persian would not use a forward slash in fractions, but rather a horizontal line, with the numerator above the line and the denominator under it. Thus, 4/8 would normally not be understood as four-eighths in Persian, but rather as 4.8 [= 48/10].)

Examples:

4th language: زبان چهارمین [*chahāromin zabān*] or زبان چهارم [*zabān-e chahārom*].

10th night: شب دهمین [*dahomin shab*] or شب دهم [*shab-e dahom*].

579th book: کتاب پنصد و هفتاد و نهمین [*pānsad-o-haftād-o-nohomin ketāb*] or کتاب پنصد و هفتاد و نهم [*ketāb-e pānsad-o-haftād-o-nohom*].

One-fifth of a day: یک پنجم روز [*yek panjom-e ruz*].

3.3.1 The 'usual suspects': first, last & co.

It is only the first three numbers that have additional or slightly different ordinal forms – in the case of *second* and *third*, the only 'irregularity' is the addition of a *tashdid*:

Table 3.2: Irregular ordinal numbers

	Type A	Type B	The form used in fractions:
first	اولین [av.va.lin] less common versions: یکمین [ye.ko.min]; نخستین [no.khos.tin]	اول [av.val] less common versions: یکم [ye.kom]; نخست [no.khost]	یکم [ye.kom]
second	دومین [dov.vo.min]	دوم [dov.vom]	دوم [dov.vom]
third	سومین [sev.vo.min]	سوم [sev.vom]	سوم [sev.vom]

The words used for 'last' are آخرین [ākharin, Type A] and آخر [ākhar, Type B]; in written Persian and more elevated language the words واپسین [vāpasin] or بازپسین [bāzpasin] are also used (for both types: preceding the noun or following it after an ezāfe).

Examples:

First day: روز اول [ruz-e avval] or اولین روز [avvalin ruz]. Last book: کتاب آخر [ketāb-e ākhar] or آخرین کتاب [ākharin ketāb]. Two-thirds of the night: دو سوم شب [do sevvom-e shab].

3.4 تا [tā] and other counting words (or measuring words): using numbers as pronouns

تا [tā] is an almost universal *counting word* – used, understandably, for *countable* nouns. In colloquial Persian, تا is frequently used between the number and the noun, but it is rarely used in written (especially more formal) Persian: you usually hear دو تا کتاب ('two books' or 'two items of books') instead of simply دو کتاب ('two books'). This does not mean, however, that using تا is *always* optional, opted for mainly in colloquial Persian. Here are a few cases where using or not using تا cannot be said to be optional:

A. Where it has to be used:

When numbers are used as pronouns, i.e., when no noun is mentioned after them, using *تا* (or some other counting word) is obligatory. Answering a question like 'How many books do you have?', you can say *پنج کتاب* ('Five books'), but not just *پنج* ('Five'), using the number as a pronoun. In the latter case, you should say *تا پنج* (which is like saying 'five ones' or 'five of those').

تا [tā] and other counting words (or measuring words): using numbers as pronouns

B. Where it cannot be used:

On the other hand, *تا* cannot be used

- for uncountable nouns,
- when some other measure word (or counting word), such as those used for time, weight, length, is present, and
- after the number *یک* [yek, one]: the pronoun form of *یکی* [yeki] (or *یک* followed by counting words like *دانه* [dāne] and *عدد* [adad] or, for people, *نفر* [nafar]).

Example: *دو ساعت* [do sā'at, 2 hours], but not *دو تا ساعت* [do tā sā'at] (unless, of course, another meaning of *ساعت* [= 'watch' or 'clock'] is intended)

Similar to *تا*, in that they can be used after numbers or left out, are words like *نفر* [nafar, counting word for people], *جلد* [jeld, counting word for books], or the more general words *دانه* [dāne, used mostly for fruit, but also for eggs, grains, pearls, etc.] and *عدد* [adad, used for inanimate countable nouns]. Examples:

بیست ایرانی	<i>bist irāni</i>	twenty Iranians
بیست نفر ایرانی	<i>bist nafar irāni</i>	twenty Iranians, twenty Iranian people
بیست نفر	<i>bist nafar</i>	twenty people

بار [bār] is the most common word used after numbers when you want to say how many times something happened or was done; *دفعه* [daf'e] and *مرتبه* [martebe] are also common.

Examples:

چهار بار [chahār bār, four times], or *چهار دفعه* [chahār daf'e],
چهار مرتبه [chahār martebe].

Modern Iran has adopted the metric system, borrowing many measure words from French: کیلو [*kilu*, kilo], متر [*metr*, meter], and the like.

Note: *using numbers as pronouns: the case of ordinal numbers*

We saw in 3.3 that we only needed to add *-in* to ordinal number type B (which already ended in *-om*) to have ordinal number type A. If we want to use an ordinal number as pronoun, we only add *-i* (instead of *-in*) to ordinal number type B. Examples:

ده کتاب	<i>dah ketāb</i>	ten books
دهمین کتاب	<i>dahomin ketāb</i>	the tenth book (A)
کتابِ دهم	<i>ketāb-e dahom</i>	the tenth book (B)
دهمی	<i>dahomi</i>	the tenth one

See Unit 8 for asking questions about numbers, also for related topics such as *Telling the time* and *Age* and to learn some more words for *Fractions*.

3.5 Demonstrative adjectives and pronouns

Demonstrative adjectives are این [*in*, this] and آن [*ān*, that].

They can be used for singular and plural nouns: adjectives do not change with number. When used for plural nouns, however, the English translation would then require using 'these' and 'those'. Examples:

Singular: این خانه [*in khāne*, this house] and
آن مرد [*ān mard*, that man].

Plural: این خانه‌ها [*in khāne-hā*, these houses] and
آن مردان [*ān mardān*, those men].

Demonstrative pronouns are the same (این and آن) for the singular, but the plural ending ها is added for the plural (اینها and آنها).

Compare the usage of singular/plural:

- این زن (this woman)
- این زنِ زیبا (this beautiful woman)
- این زنهایِ زیبا (these beautiful women)
- این پنج زنِ زیبا (these five beautiful women)

- اینها، زنهای زیبا (these, the beautiful women)
 آن خانه (that house)
 آن خانه کوچک (that small house)
 آن خانه‌های کوچک (those small houses)
 آن هفت خانه کوچک (those seven small houses)
 آنها، خانه‌های کوچک (those, the small houses)

Exercises

Exercise 3.1

Write the following numerals as Persian words.

Example: ۹ → نه

1. ۱۰۰ 2. ۲ 3. ۱۳ 4. ۱ 5. ۱۰ 6. ۱۱ 7. ۱۸ 8. ۵ 9. ۳ 10. ۰ 11. ۴ 12. ۱۰۰۰ 13. ۵۰۰
 14. ۲۰۰ 15. ۲ 16. ۶ 17. ۶۰۰ 18. ۷ 19. ۲۰ 20. ۴۰.

Exercise 3.2

Write the following numerals as Persian words and translate into English.

Example: ۲۲ → بیست و دو [22]

1. ۲۱ 2. ۳۳ 3. ۱۰۰۱ 4. ۴۰۵ 5. ۱۰۱ 6. ۷۹۹ 7. ۴۴ 8. ۵۵ 9. ۶۶ 10. ۹۱۰ 11. ۸۸۸
 12. ۴۹ 13. ۳۹۶ 14. ۲۲۹ 15. ۱۶۳ 16. ۶۰۱ 17. ۶۱ 18. ۸۰۹ 19. ۵۱۳ 20. ۹۱۲.

Exercise 3.3

Translate the following into Persian; use words instead of numerals.

Example: 37 notebooks → سی و هفت دفتر

1. 482 good books. 2. 33 birds. 3. These 12 ugly chairs. 4. 11 nights. 5. 2 little stars. 6. Those 60 days. 7. 1 big nose. 8. 16 bad students. 9. 19 hours. 10. 55 kilos.

Exercise 3.4

Translate the following numbers into Persian and for each give the ordinal numbers also by adding *-om* and *-omin* suffixes.

Example: 11 → (right to left) یازدهم / یازدهم / یازده

1. 18. 2. 30. 3. 2. 4. 100. 5. 99. 6. 1000. 7. 250. 8. 40. 9. 8. 10. 16. 11. 14.
12. 900. 13. 77. 14. 25. 15. 60. 16. 300. 17. 10. 18. 13. 19. 17. 20. 19.

Exercise 3.5

Translate the following into English.

1. دوّمین قلم 2. آن دو چشم بزرگ 3. سی‌امین روز 4. روزِ سی‌ام 5. شبِ سوم 6. این اولین دانشجو 7. سه پنجم کتاب 8. چهار ششم 9. هفت دهم خانه 10. پنجمین شاعر خوب 11. شصتمین مداد 12. آخرین شهر 13. دوازدهمین روز بد 14. نهمی 15. چهارمین مرد ایرانی 16. سومی 17. این آخری 18. نهمین اسب 19. بیست و ششم 20. مداد بیست و ششم

Exercise 3.6

In which of the following phrases has تا [tā] been used wrongly? (Write the numbers only.)

1. یکی تا قلم 2. ده تا عدد شهر 3. پنج تا مداد 4. ده تا صندلی 5. ده تا نفر ایرانی 6. ده تا دانه 7. ده تا ایرانی 8. صد تا متر 9. یک تا دختر 10. یک تا درخت 11. چهار تا بار 12. شش تا کیلو 13. هزار تا ستاره 14. یک تا دانه

UNIT FOUR

Pronouns

Present tense:
to be and to have

فصل ۴

ضمیرها

زمان حال (یا مضارع):
بودن و داشتن

New words in this unit

| | | |
|----------|---------------|---|
| ضمیر | za.mir | pronoun (gr.) (pl. ضمایر, za.mā.yer) |
| زمان | za.mān | tense (gr.); time |
| حال | hāl | state (of being); presently; present |
| زمان حال | za.mā.n-e hāl | present tense (gr.) |
| مضارع | mo.zā.re' | present tense (gr.) |
| یا | yā | or (conj.) |
| من | man | I |
| تو | to | you (sg.) |
| او | u | he or she |
| وی | vey | he or she (form./wrt.) |
| آن | ān | it; that |
| ما | mā | we |
| شما | sho.mā | you (pl.) |
| آنها | ān.hā | they; those |
| ایشان | i.shān | they (for people only; more polite than آنها) |
| آنان | ā.nān | they (for people only; form./wrt.) |
| دوست | dust | friend |
| جا | jā | place |
| اینجا | in.jā | here |
| آنجا | ān.jā | there |

| | | |
|--------|-------------------|---|
| بودن | <i>bu.dan</i> | to be (pres. stem: باش, <i>bāsh</i>) |
| داشتن | <i>dāsh.tan</i> | to have (pres. stem: دار, <i>dār</i>) |
| عالی | <i>ā.li</i> | excellent |
| سیاه | <i>si.yāh</i> | black |
| مشکل | <i>mosh.kel</i> | difficult (<i>adj.</i>); problem (<i>n., pl.</i> مشکلات <i>mosh.ke.lāt</i>) |
| ولی | <i>va.li</i> | but (<i>conj.</i>) |
| در | <i>dar</i> | in (<i>prep.</i>) |
| از | <i>az</i> | from; of (<i>prep.</i>) |
| معلم | <i>mo.'al.lem</i> | teacher |
| فارسی | <i>fār.si</i> | Persian (language) |
| آلمان | <i>āl.mān</i> | Germany |
| آلمانی | <i>āl.mā.ni</i> | German |
| عرب | <i>a.rab</i> | Arab (<i>pl.</i> اعراب, <i>a'.rāb</i>) |
| عربی | <i>a.ra.bi</i> | Arabic (language) |
| کلاس | <i>ke.lās</i> | class; classroom |
| درس | <i>dars</i> | lesson |
| اتاق | <i>o.tāgh</i> | room |
| رادیو | <i>rā.di.yo</i> | radio |
| بیمار | <i>bi.mār</i> | sick (<i>adj.</i>); sick person, patient (<i>n.</i>) |
| برگ | <i>barg</i> | leaf |
| آسمان | <i>ā.se.mān</i> | sky |
| غذا | <i>gha.zā</i> | food |
| مرغ | <i>morgh</i> | hen; chicken (as food); bird |
| خر | <i>khar</i> | donkey; a stupid person; stupid |
| بله | <i>ba.le</i> | yes [stress on <i>bá-</i>] |
| بلی | <i>ba.li</i> | yes [stress on <i>bá-</i>] (<i>wrt.</i>) |
| آره | <i>ā.re</i> | yes [stress on <i>-ré</i>] (<i>col.</i>) |
| آری | <i>ā.ri</i> | yes [stress on <i>á-</i>] (<i>poet.</i>) |
| نه | <i>na</i> | no |

| | | |
|-------|-----------------|---|
| نخیر | <i>na.kheyr</i> | no [stress on <i>-khéyr</i>] (polite) |
| خیر | <i>kheyr</i> | no (polite / <i>form.</i>) |
| چرا | <i>che.rā</i> | yes [stress on <i>ché-</i>] (used to contradict) |
| پرویز | <i>par.viz</i> | Parviz; boy's name |

4.1 Personal pronouns

The personal pronouns are as follows:

Table 4.1: Personal pronouns

| | Singular | Plural |
|------------|---|----------------------------|
| 1st person | من [<i>man</i> , I] | ما [<i>mā</i> , we] |
| 2nd person | تو [<i>to</i> , you/thou] | شما [<i>shomā</i> , you] |
| 3rd person | او [<i>u</i> , he/she]
آن [<i>ān</i> , it] | آنها [<i>ānhā</i> , they] |

Some remarks about personal pronouns:

- او [*u*, he/she]: Modern Persian is a gender-neutral language and as the translation here shows, the pronoun او is not gender-specific.
- شما / تو: As one can expect, شما ('you' plural) is frequently used instead of تو ('thou') when the relationship is not close enough, or just to show respect (e.g., to those older than you). In that case, the verb must also be plural. When the relationship is halfway between intimate and formal, colloquial Persian allows using the plural شما with a singular verb.
- ایشان [*ishān*]: When talking with respect about an absent person or absent people, the pronoun ایشان [*ishān*, they] is usually used for the 3rd person, both singular and plural, and a plural verb is also required.
- آنان / وی [*vey* / *ānān*]: In formal, written Persian (never in spoken, colloquial), the pronoun وی [*vey*] is also used for 'he/she' and آنان [*ānān*] for 'they' – both of them for people only.
- شماها and ماها: When singling out a certain part of *you* from among a more general *you*, in colloquial Persian one can add the plural ها ending to شما and say شماها [*shomā-hā*, close to the slang *youse* or *y'all* in English: 'you guys']. In the same way, ماها [*mā-hā*] would be used for a certain part of ما.

4.2 Possessive adjectives and pronouns

The equivalent of English *possessive adjectives* (my, your, his, etc.) in Persian can either be the *personal pronouns* mentioned above (preceded by *ezāfe*; see 4.2.1) or a set of *possessive suffixes* (see 4.2.2).

4.2.1 Personal pronoun used as possessive adjective

As it was mentioned in Unit 2 (2.3.B.b), *ezāfe* can be used between two nouns to show possession, as in دست دختر [dast-e dokhtar, hand of girl = girl's hand]. Now that we have learned the personal pronouns (see Table 4.1), we can add that in these cases the second noun (the *possessor*, i.e., *dokhtar* in the above example) can simply be a personal pronoun: instead of دست دختر we can say دست من [dast-e man, hand of me = my hand] or دست شما [dast-e shomā, hand of you (pl.) = your hand], and so on. (See 2.3.A also for how to write and pronounce *ezāfe* and where to use a glide.)

4.2.2 Possessive suffixes

These are in fact suffixes with different functions; we call them here *possessive suffixes* for ease when used in this function.

Table 4.2: Possessive suffixes

| | Singular | Plural |
|------------|------------------------|----------------------|
| 1st person | ـم [-am, my] | ـمان [-emān, our] |
| 2nd person | ـت [-at, your/thy] | ـتان [-etān, your] |
| 3rd person | ـش [-ash, his/her/its] | ـشان [-eshān, their] |

These suffixes are usually attached to the noun (i.e., to *what is possessed*) and joined both in pronunciation and in writing. Example for کتاب [ketāb, book]:

| | |
|---------|---|
| کتابم | [ketābam (ke.tā.bam), my book] |
| کتابت | [ketābat (ke.tā.bat), your/thy book] |
| کتابش | [ketābash (ke.tā.bash), his/her/its book] |
| کتابمان | [ketābemān (ke.tā.be.mān), our book] |
| کتابتان | [ketābetān (ke.tā.be.tān), your book] |
| کتابشان | [ketābeshān (ke.tā.be.shān), their book] |

Notes about spelling and pronunciation:

- If the noun ends in *silent hé* (ه, i.e., final *-a/-e*), which never joins in writing, the singular suffixes would need the letter *alef* to be added to represent the vowel *a* at the beginning of the new syllable; the plural suffixes do not need this, though, as the initial *e* of the suffixes is pronounced more softly and cannot be heard quite clearly. Example for خانه [*khāne*, house]:

| | |
|----------|--|
| خانه ام | [<i>khāne'am</i> (<i>khā.ne.am</i>), my house] |
| خانه ات | [<i>khāne'at</i> (<i>khā.ne.at</i>), your/thy house] |
| خانه اش | [<i>khāne'ash</i> (<i>khā.ne.ash</i>), his/her/its house] |
| خانه مان | [<i>khāne(e)mān</i> (<i>khā.ne.[e.]mān</i>), our house] |
| خانه تان | [<i>khāne(e)tān</i> (<i>khā.ne.[e.]tān</i>), your house] |
| خانه شان | [<i>khāne(e)shān</i> (<i>khā.ne.[e.]shān</i>), their house] |

- Nouns ending in the vowels *ā* and *u* would require the glide *y* [ی] to be added. Examples:

پا [*pā*, foot]: پایم [*pāyam* (*pā.yam*), my foot],
پایمان [*pāyemān* (*pā.ye.mān*), our foot/feet]
مو [*mu*, hair]: مویم [*muyam* (*mu.yam*), my hair],
مویمان [*muyemān* (*mu.ye.mān*), our hair]

- If the noun ends in *-i* [ی], normally the *ی* itself would be sufficient for the double function of *vowel + glide* [= *-iy-*] and another letter would not need to be written as a glide, but in recent times there has been a tendency not to join them at all (as it was the case for *silent hé*), in which case an *alef* would be added to the singular suffixes. Example: بینی or, more commonly, بینی ام [both pronounced *biniyam* (*bi.ni.yam*), my nose], بینمان or, more commonly, بینی مان [both pronounced *biniyemān* (*bi.ni.ye.mān*), our nose(s)].
- Diphthongs would normally not require a glide.
- Since these rules have still not been standardized in a way acceptable to all publishers and journals, you might come across different spelling styles in different books and magazines. On the whole one can say that in the case of less common words, foreign words or words that are too long, there is a tendency to write the possessive suffixes separately.

4.2.3 Two possessive types: important similarities and differences

- The two types mentioned in 4.2.1 and 4.2.2 are not only the same in meaning (دستِ من [*dast-e man*] and دستم [*dastam*] both meaning 'my hand') but also for both types the possessive part (or *genitive marker*) comes last. This is true even in cases where instead of just one noun we have a cluster of words consisting of the noun and one or more modifiers (e.g., adjectives): the genitive marker would always come after the last word in such a cluster, be it a noun or adjective. Examples:

My hand: دستِ من [*dast-e man*] or دستم [*dastam*].

My mother's hand: دستِ مادرِ من [*dast-e mādar-e man*] or دستِ مادرم [*dast-e mādaram*].

My small hand: دستِ کوچکِ من [*dast-e kuchek-e man*] or دستِ کوچکم [*dast-e kuchekam*].

My mother's small hand: دستِ کوچکِ مادرِ من [*dast-e kuchek-e mādar-e man*] or دستِ کوچکِ مادرم [*dast-e kuchek-e mādaram*].

My good mother's small hand: دستِ کوچکِ مادرِ خوبِ من [*dast-e kuchek-e mādar-e khub-e man*] or دستِ کوچکِ مادرِ خوبم [*dast-e kuchek-e mādar-e khubam*].

- Note that in English, instead of 'my good mother's small hand' (with *my* coming first, whereas in Persian it comes last), you can also say 'the small hand of my good mother' with *my* placed in the middle. Persian has one form only, in which, in spite of the double genitive, *my* is the dominant, end *possessor*: I am talking about a hand, which belongs to a mother, who belongs to *me*.
- The two types are usually interchangeable, except in the following cases:
 - You have to use the separate (non-suffixed) pronouns* if you need emphasis, and we know that emphasis is not always optional. The emphasis you put on *my* when you say, for example, 'This is *my* book, not *yours*!' can only be conveyed by using the کتابِ من version in Persian, not کتابم: suffixed possessive pronouns are never pronounced with stress in Persian and have no emphasis.
See also 4.3 for another case where you have to use the separate pronoun.
 - On the contrary, *you have to use the suffixed pronouns* if the person for whom you are using the genitive (i.e., the possessor) is at the same time the subject of the verb. This will be discussed later in more detail.

4.3 مال [māl-e] as possessive pronoun

مال [māl] means 'property' and, when followed by *ezāfe*, it means 'property of' or 'belonging to.' It can be used in two ways:

1. If followed by personal pronouns (and not the possessive suffixes), it is the same as the possessive pronouns in English (*mine, yours, etc.*). Note that *mine* is always مال من [māl-e man], never مالَم [mālam], never using the suffixes, and this is true of the other persons also:

Table 4.3: Possessive pronouns

| | Singular | Plural |
|------------|--|----------------------------------|
| 1st person | مال من
[māl-e man, mine] | مال ما
[māl-e mā, ours] |
| 2nd person | مال تو
[māl-e to, yours/thine] | مال شما
[māl-e shomā, yours] |
| 3rd person | مال او
[māl-e u, his/hers]

مال آن
[māl-e ān, its] | مال آنها
[māl-e ānhā, theirs] |

2. If followed by a noun, then this noun can in turn be connected (through another *ezāfe*) to either set of pronouns, whether separate or suffixed (*man, to, etc., or -am, -at, etc.*), and it would function as the genitive 's in English (or 'that of', 'property of'). If *mine* is always مال من [māl-e man] and never مالَم [mālam], *my father's* (where there is a noun) can be either مال پدر من [māl-e pedar-e man] or مال پدرم [māl-e pedaram].

As shown in the above examples, if مال is followed by a noun rather than a pronoun, it would be like the genitive 's in English: مال پرویز [māl-e parviz, that of Parviz, or Parviz's], مال خانه [māl-e khāne, that of the house, or the house's].

Notes:

1. مال as a pronoun usually has a singular antecedent and is always followed by a singular verb; there is no مالهای in the plural form. (You can repeat the plural antecedent as noun, though.)

مال [māl-e] as
possessive
pronoun

2. مال is usually used for non-humans (which can be considered as 'property' and can 'belong' to someone). In a sentence like 'He is my father, not yours', it would not be quite appropriate in Persian to use مال تو instead of 'yours' and in this case it is better to repeat the noun instead of using a pronoun.
3. مال is used in colloquial Persian in a variety of senses. مال ایران [*māl-e irān*] is not just *Iran's* but can also be *coming from* or *made in* Iran. مال چشم [*māl-e cheshm*] is not just *the eye's* but also *pertaining to* or *used for* the eye.
4. The English usage of possessive pronouns after *of* ('a friend of mine,' 'a fantasy of hers,' etc.) has no equivalent in Persian. Instead of 'a friend of mine' simply say 'one of my friends' (یکی از دوستان من).

4.4 Verbs in Persian: some general remarks

Position: There is a lot of flexibility in Persian regarding the order of the words in a sentence. In standard, formal Persian, verbs are usually placed at the end of a sentence or clause.

More regular than most languages: Verbs are less irregular in Persian than in many other languages, even compared to English. The past tense in Persian is regular, as well as any other tense, mood and construction that needs the past stem, and this includes: simple past, past progressive, past participle, all perfect tenses and constructions (present or past perfect and their progressive forms, perfect [or past] subjunctive) – even the future tense, which requires the past stem. There is no irregularity in any of these, even in the notoriously irregular verbs such as *to be* and *to have*.

Irregular verbs: While it is good to know that irregular verbs are being increasingly replaced in Persian by regular and compound verbs – most of the simple, irregular verbs being used now predominantly in formal, literary Persian only – there are still irregular verbs for which you have to learn the present stem additionally. The present stem is needed only for the present tense, imperative and [present] subjunctive.

Negative and interrogative: No auxiliary verb or inversion is required. For the negative, the prefix نه (usually pronounced *na-*, but pronounced *ne-* when preceding the prefix *mi-*) is simply placed before the verb. There is the universal word آیا [*āyā*] that can be used for all questions (usually, but not necessarily, at the beginning of the sentence), whether a question word is present or not, but this *āyā* can also be dropped, in which case only the intonation will show that the sentence is a question (especially in the absence of a question word).

Conjugation: You need to learn a simple set of *conjugational suffixes* (or *personal endings*) in order to conjugate verbs in Persian. With these suffixes attached to the verb, you practically wouldn't need the subject to

be mentioned in the form of a pronoun, except where there is need for emphasis. That is why very often such pronouns are dropped in Persian, especially if the pronoun has already been mentioned before in the previous sentence and no change of subject is involved.

Since there is little difference between these conjugational suffixes and the verb *to be* in its suffixed form, we will start with the verb *to be*.

Subject-verb agreement in singular/plural: If the subject is inanimate, Persian tends to use a singular verb even for plural subjects, although a plural verb is not wrong either. A plural verb (for inanimates) is even preferred when the subject is seen as individuals rather than a mass of things, or when the subject needs emphasis or is personified in some way. (For a sentence like 'The leaves are falling,' Persian would prefer a singular verb, although plural is not wrong or uncommon; but in a sentence such as 'The leaves are dancing,' the verb has to be plural.)

Present tense
of the verb
بودن [*budan*,
to be];
affirmative
and negative

4.5 Present tense of the verb بودن [*budan*, to be]; affirmative and negative

As in almost all other Indo-European languages, the verbs *to be* and *have* are the most irregular ones and need special attention.

In the case of the verb بودن [*budan*, to be], which functions as a *copula* or *equating verb*, the present stem is باش [*bāsh*]. We will certainly need this stem in future (for imperative and subjunctive), but not here.

بودن has two different present forms: a shorter, suffixed form, and a longer version, which is basically the same as the shorter one + هست [*hast*], but can be used as an independent verb also. In the negative, both types use the same form and you don't need to learn two different negative forms.

Table 4.4: The verb بودن [*budan*, to be]

| The verb <i>to be</i> | used as suffix | used independently | negative of both types |
|--|---------------------------|--------------------|------------------------|
| 1st person singular:
[I] <i>am</i> | ـم
[-am] | هستم
[hastam] | نیستم
[nistam] |
| 2nd person singular:
[you] <i>are</i> / [thou] <i>art</i> | ی
[-i] | هستی
[hasti] | نیستی
[nisti] |
| 3rd person singular:
[he/she/it] <i>is</i> | ـست / است
[ast / -ast] | هست
[hast] | نیت
[nist] |

Table 4.4: (cont'd)

| The verb <i>to be</i> | used as suffix | used independently | negative of both types |
|----------------------------------|----------------|--------------------|------------------------|
| 1st person plural:
[we] are | یم -
[-im] | هستیم
[hastim] | نیستیم
[nistim] |
| 2nd person plural:
[you] are | ید -
[-id] | هستید
[hastid] | نیستید
[nistid] |
| 3rd person plural:
[they] are | ند -
[-and] | هستند
[hastand] | نیستند
[nistand] |

4.5.1 Notes about writing the suffixed version

The shorter or suffixed version is usually written joined if the preceding word ends in a consonant – with the exception of the 3rd person singular (and, occasionally, plural):

The special case of 3rd person

1. The 3rd person singular است is usually written separately, although, as a remnant of the past style, you might sometimes see it written joined, in which case the initial *alef* is dropped in writing. Thus, we usually write این خوب است [in khub ast, This is good], but sometimes you might see this written joined as: این خوبست (it has the same pronunciation and meaning).
2. If the previous word is a shorter word ending in vowels -ā, -u or -i, you are more likely to see است written joined, in which case است is usually shortened in pronunciation as -st: این کتاب شماست [in ketāb-e shomā-st, This is your book], این کتاب او است [in ketāb-e u-st, This is his/her book], عالیست [ālī-st, (It) is excellent].
3. In recent times, there is a growing tendency to write the plural -and also separately (by adding an *alef*), especially when it makes reading easier: آنها بزرگند or آنها بزرگ‌اند [ānhā bozorg-and, They're big], but usually آنها در ایران‌اند (and not ایراند) [ānhā dar irān-and, They're in Iran]

Writing the suffixed version of *to be* after words ending in vowels

If the preceding word ends in a vowel, a glide would normally be needed, and this is how it would look:

Table 4.5: The glides needed when the word ends in a vowel

| | -a / -e / -i | -o | -ā / -u |
|------|--------------|-------------|---------|
| من | ا | ا | یـ |
| تو | ا | یـ / ئـ | یـ / ئـ |
| او | | | |
| ما | ا | یـ / ئـ / ا | یـ / ئـ |
| شما | ا | یـ / ئـ / ا | یـ / ئـ |
| آنها | ا | ا | یـ |

Present tense
of the verb
بودن [*budan*,
to be];
affirmative
and negative

For the 3rd person singular [او] – with است usually written separately – see note 4.5.1 (The special case of 3rd person).

Words ending in -a and -e (i.e., ending in silent ‘ه’) are always written separately, and then an *alef* is added as glide in writing. The same is true of words ending in -i, although in the case of -i occasionally you might see it written joined with the glide یـ / ئـ added. (In careless writing the glide is sometimes dropped altogether.)

Examples with consonants:

من کوچکم [*man kuchekam*, I’m small.]

تو بزرگی [*to bzorgi*, You’re big.]

او زن است [*u zan ast*, She’s a woman.]

ما در اتاقیم [*mā dar otāghim*, We are in the room.]

شما در کلاسید [*shomā dar kelāsid*, You are in the classroom.]

آنها نزدیکند or آنها نزدیک اند [*ānhā nazdik-and*, They’re near.]

Examples with vowels:

With -a/-e (always written separately + *alef*): من خانه‌ام [*man khāne-am*, I’m home.]; تو بچه‌ای [*to bachche-i*, You are a child.]

With -ā/-u: آنها اینجايند [*ānhā injā-y-am*, I’m here.]; آنها اینجايند [*ānhā injā-y-and*, They are here.]; but when the suffix starts with i-: ما اینجاينيم or تو اینجاينی [*mā injā-‘im*, We are here.]; شما اینجاينيد or تو اینجاينی [*to injā-‘i*, You (sg.) are here.]; شما اینجاينيد [*shomā injā-‘id*, You (pl.) are here.]. Same with -u: من دانشجويم [*man dāneshju-y-am*, I’m a (college) student].

تو نزدیکِ رادیوئی [man pedar-e to-am, I'm your father.];
(or رادیویی) [to nazdik-e rādio-'i, You (sg.) are near the radio.]

تو تهرانی ای [man dovvomi-am, I'm the second one.];
[to tehrāni-'i, You (singular) are from Tehran.]

4.5.2 Where to use each to be version

The shorter, suffixed version is by far the more common version. Although they are often interchangeable (specially in colloquial Persian), it is recommended that you use the longer version only when:

1. you need to emphasize
(as in 'I am your friend, but ...', 'دوست تو هستم، ولی...')
2. you need an independent verb with no predicate
(as in short answers: 'Yes, I am', 'بله، هستم')
3. it is about the 'existence' of something, like 'there is / there are' (only for 3rd person). Compare these examples:

تاریخ مشکل است (History is difficult.)

شما دانشجوی خوبی هستید، ولی اینجا یک مشکل هست.
(You are a good student, but there is a problem here.) If you use است in this example, it would be like saying 'a problem is here,' which wouldn't make much sense.

In spoken Persian, sometimes the longer ('هست') version is preferred when it helps ease the pronunciation and avoid cacophony, as is the case with words ending in -i. For instance, to say 'You are Iranian', the version [to irāni hasti] is preferred to تو ایرانی ای [to irāni 'i], although the shorter version is also used.

Examples:

این درخت مالِ پرنده‌هاست (This tree belongs to the birds.)

آن دانشجوها در کلاس نیستند (Those students are not in the classroom.)

این آخرین روز است (This is the last day.)

شما مالِ این شهر نیستید؟ (Aren't you from this city?)

آیا خانه‌تان نزدیک است؟ (Is your house near?)

سه دانشجوی آلمانی در این کلاس هستند
(There are three German students in this class.)

این غذا مالِ آنجا نیست
(This food is not from there/does not belong there.)

کتاب من اینجا است، مال شما آنجاست (My book is here, yours is there.)

جای این قلمها اینجا نیست (The place of/for these pens is not here.
[= They do not belong here or should not be here.]])

ما دانشجویان این دانشگاهیم (We are the students of this university.)

دانشجویان این دانشگاه، مائیم (The students of this university are us.
Or, [It's] we [who] are the students of this university.)

شما دانشجویان این دانشگاه نیستید، ولی ما هستیم (You are not the
students of this university, but we are.) Note that this sentence
needs the version 'ما هستیم', whereas in the previous sentence
both versions (ما هستیم and مائیم) were possible.

4.6 Matching conjugational and genitive pronouns

We have just learned our first verb, but it is never too early to learn this important point:

1. You must be consistent in using pronouns. If you are using the plural شما – be it out of respect for a single person or to address a group of people – then all the other pronouns referring to that person, whether conjugational endings or possessive pronouns, must be plural. Similarly, if you are using تو, all related pronouns must be singular: تو در اتاق [to dar otāgh-e mādarat hasti], but شما در اتاق مادران هستید [shomā dar otāgh-e mādaretān hastid], both meaning the same in English: 'You are in your mother's room'.
2. As mentioned in 4.2.3, of the two possessive forms, only the suffixed pronoun can be used if the same person is the subject of the verb. In the above example [to dar otāgh-e mādarat hasti], we cannot use mādar-e to instead of mādarat; compare: مینا در اتاقش است [minā dar otāghash ast, Mina is in her room.] – this would normally mean in her own room, although it can also be another person's (it has the same ambiguity as in English; we can even say his instead of her); مینا در اتاق او است [minā dar otāgh-e u ast, Mina is in her/his room.] – this time it is certainly someone else's room.

4.7 Simple present tense of the verb داشتن [dāshtan, to have]: affirmative and negative

The present stem of the verb داشتن [dāshtan, to have] is دار [dār], and Table 4.6 shows how by adding the conjugational suffixes to this stem the present tense of this verb is conjugated:

Table 4.6: The verb داشتن [*dāshtan*, to have]; present stem: دار [*dār*]

| The verb <i>to have</i> | conjugational
suffix | affirmative | negative |
|--|-------------------------|-------------------|----------------------|
| 1st person singular:
[I] have | م -
[-am] | دارم
[dāram] | ندارم
[nadāram] |
| 2nd person singular:
[you] have / [thou] hast | ی -
[-i] | داری
[dāri] | نداری
[nadāri] |
| 3rd person singular:
[he/she/it] has | د -
[-ad] | دارد
[dārad] | ندارد
[nadārad] |
| 1st person plural:
[we] have | یم -
[-im] | داریم
[dārim] | نداریم
[nadārim] |
| 2nd person plural:
[you] have | ید -
[-id] | دارید
[dārid] | ندارید
[nadārid] |
| 3rd person plural:
[they] have | ند -
[-and] | دارند
[dārand] | ندارند
[nadārand] |

As you see in Table 4.6, the *conjugational* suffixes here are exactly the same as the suffixed form of the verb *to be* in the previous table, with only one difference being that in the 3rd person singular, the suffix used here is د - [-ad].

Important:

1. The conjugational suffixes you learn here are real suffixes and, therefore, always written joined: there is no need to worry anymore about when and how to join them.
2. These suffixes are used for practically *all* other verbs in Persian. You only learn these six suffixes and (if needed, for irregular verbs) the present stem, and you can conjugate all the verbs.
3. Conjugational suffixes are always unstressed, the only exceptions being the future tense (to be learned in Unit 11) and verbs at the end of subordinate clauses (where a pending, rising tone is required).

Examples:

این درخت برگ ندارد (This tree doesn't have leaves.)

آن دو دانشجو کتاب دارند (Those two students have books.)

آیا چشم نداری؟ (Don't you [sg.] have eyes?)

خانه ما هفت اتاق دارد (Our house has seven rooms.)

این مرد ایرانی سه زن دارد (This Iranian man has three wives.)

آن دختر عرب پدر ندارد (That Arab girl has no father.)

دوستانم یک پا ندارد (My friend doesn't have one foot/leg.)

آیا قلم دارید؟ (Do you [pl.] have a pen?)

در اتاقم رادیو ندارم (I don't have a radio in my room.)

ما یک درس مشکل داریم (We have a difficult lesson.)

4.8 **بله [bale, yes], نه [na, no] and cherā**

Persian is a language with many layers for different degrees of formalities. This is how it looks when it comes to *yes* and *no* (note the change of stress also):

Table 4.7: 'Yes' and 'no' in Persian

| | Yes | No |
|---------------------------------------|------------|----------------|
| <i>poet.</i> | آری [āri] | نه [na] |
| <i>col./casual</i> | آره [āre] | نه [na] |
| <i>respectful col.;
also wrt.</i> | بله [bāle] | نخیر [nakhéyr] |
| <i>form./wrt. only</i> | بلی [bāli] | خیر [kheyr] |

If you want, however, to give an affirmative answer to a negative question, you should use چرا (cherā, similar to the French *si* or German *doch*):

آنها ایرانی نیستند؟ (Aren't you from Iran?)

نه، نیستم (No, I'm not.)

چرا، هستم (Yes, I am.)

پدرت خانه است؟ (Is your father home?)

بله، هست (Yes, he is.)

نه، نیست (No, he isn't.)

Exercises

Exercise 4.1

Fill out the blanks by using either the appropriate pronoun or the correct form of the verbs *to be* and *to have* (affirmative), then translate.

۱. پدرِ شما در اتاق
۲. مادرِ این دختر نیست.
۳. چهار دست ندارید.
۴. ایرانی نیستیم.
۵. صورتِ مادرِ شما زیبا
۶. آیا شما شاعر ؟
۷. - این خانهٔ برادرِتان است؟ - نه، مالِ نیست.
۸. آن کتابها مالِ شما
۹. آیا این خانم پدر ؟
۱۰. - کتاب ندارید؟ - چرا،

Exercise 4.2

Translate the following into Persian, using the possessive *suffixes*.

1. her small brother; 2. their second big house; 3. my good physician; 4. his Iranian father; 5. your (sg.) small city; 6. my books; 7. their small children; 8. your (pl.) Iranian wife; 9. its first big tree; 10. our thirteenth good day.

Exercise 4.3

Translate the following into English.

۱. مالِ شاعر؛ ۲. مالِ بچه؛ ۳. مالِ خانم؛ ۴. مالِ آنها؛ ۵. مالِ خواهرانش؛
۶. مالِ شب؛ ۷. مالِ دانشجویانمان؛ ۸. مالِ بینی؛ ۹. مالِ آلمان؛ ۱۰. مالِ زبان فارسی.

Exercise 4.4

Translate the following into Persian.

1. This is your book. 2. Those four good students do not belong to [= are not from] his class. 3. They are from that small lady's class. 4. Aren't you (sg.) an Iranian woman? (Here use the number 'one' instead of 'an'.)

5. The pens are not mine. 6. Those large cities are not in Germany. 7. The children and their father are here. 8. Are you (*pl.*) in the city of Shirāz? 9. No, we are not in Shirāz, we are here in Tehran. 10. Yes, she and her Mom and Dad are here.

Exercise 4.5

Translate the following into English.

۱. شما دانشجوئید.
۲. من معلم هستم.
۳. بچه‌های خانم ایرانی کوچکند (= کوچک‌اند).
۴. مدادها و دفترها مالِ برادرِ اوست (= او است).
۵. چشمهایِ بچه ایرانی سیاه هستند.
۶. ما آلمانی هستیم.
۷. تو یک ستاره نیستی.
۸. خواهرانش دانشجو هستند.
۹. قلم مالِ معلمِ ما است.
۱۰. اسبها مالِ ده نزدیک شهر هستند.

Exercise 4.6

Change all the verbs to negative, then translate the sentences into English.

Example: $\text{من برادر دارم} \rightarrow \text{ند} + \text{ارم}$ (I don't have a brother.)

۱. دانشجویان درس زبان فارسی دارند.
۲. این درخت کوچک صدها برگ دارد.
۳. امشب آسمان ستاره دارد.
۴. مردان ایرانی ابروان و چشمان بزرگ دارند.
۵. ما در سومین اتاق یک پنجره بزرگ داریم.
۶. شما در کشورتان هزاران شاعر دارید.
۷. آن دکتر آلمانی سی و پنج بیمار ایرانی دارد.
۸. یک کلاس زبان عربی دارم.
۹. آیا پدر و مادر داری؟
۱۰. در اتاقتان صندلی دارید؟

IDIOMS – PROVERBS – APHORISMS – POEMS

در هفت آسمان یک ستاره ندارد.

He doesn't have a single star in seven skies.

(Used for a person who always has bad luck or is destitute.)

مُرغ یک پا دارد.

The chicken has [only] one leg.

(Used for an obstinate person who wouldn't change
his mind or decision.)

من خر نیستم.

I'm not a donkey / I'm not stupid.

(= I won't fall for that; you cannot deceive me.)

UNIT FIVE

فصل ۵

Simple present
tense: other verbs

زمان حال ساده:
فعل‌های دیگر

Present progressive
with *dāshtan*

زمان حال استمراری با
'داشتن'

New words in this unit

| | | |
|-----------|---------------------|--------------------------------------|
| فعل | <i>fe'l</i> | verb (gr.) |
| استمراری | <i>es.tem.rā.ri</i> | progressive, continuous (gr.) |
| با | <i>bā</i> | with (prep.) |
| به | <i>be</i> | to; also 'in' for languages (prep.) |
| برای | <i>ba.rā.ye</i> | for (prep.) |
| دیگر | <i>di.gar</i> | other |
| هر | <i>har</i> | every |
| هر روز | <i>har ruz</i> | every day |
| امروز | <i>em.ruz</i> | today |
| فردا | <i>far.dā</i> | tomorrow |
| حالا | <i>hā.lā</i> | now |
| الآن | <i>al.ān</i> | now |
| معمولاً | <i>ma'.mu.lan</i> | usually |
| آمدن | <i>ā.ma.dan</i> | to come (pres. stem: آ [ā]) |
| رفتن | <i>raft.an</i> | to go (pres. stem: رُو [row → rav]) |
| گفتن (به) | <i>gof.tan (be)</i> | to say (to) (pres. stem: گو [gu]) |
| نوشتن | <i>ne.vesh.tan</i> | to write (pres. stem: نویس [ne.vīs]) |

5

Simple
present tense:
other verbs

Present
progressive
with *dāshtan*

| | | |
|----------|----------------------|---|
| دانستن | <i>dā.nes.tan</i> | to know (<i>sth.</i> not <i>so.</i>) (pres. stem: دان [<i>dān</i>]) |
| رسیدن | <i>re.si.dan</i> | to reach, arrive (pres. stem: رس [<i>res</i>]) |
| خریدن | <i>kha.ri.dan</i> | to buy (pres. stem: خر [<i>khar</i>]) |
| خرید | <i>kha.rid</i> | shopping |
| راهرو | <i>rāh.row</i> | corridor |
| قدیمی | <i>gha.di.mi</i> | old (for inanimates) |
| بازار | <i>bā.zār</i> | market, bazaar |
| مدرسه | <i>mad.re.se</i> | school (below a college) (<i>pl.</i> مدارس, <i>ma.dā.res</i>) |
| تکلیف | <i>tak.lif</i> | homework, assignment (<i>pl.</i> تکالیف, <i>ta.kā.lif</i>) |
| کتابخانه | <i>ket.āb-khā.ne</i> | library |
| نام | <i>nām</i> | name (more formal than اسم, <i>esm</i>) |
| وقت | <i>vaght</i> | time |
| فرش | <i>farsh</i> | carpet |
| بسیار | <i>bes.yār</i> | very; a lot (of) |
| خیلی | <i>khey.li</i> | very; a lot (of) |
| دیر | <i>dir</i> | late |
| هتل | <i>ho.tel</i> | hotel |
| هواپیما | <i>ha.vā-pey.mā</i> | airplane |
| فرودگاه | <i>fo.rud.gāh</i> | airport |
| شاد | <i>shād</i> | happy, glad |
| افغانی | <i>af.ghā.ni</i> | Afghan; Afghani |
| آمریکائی | <i>ām.ri.kā.ī</i> | American (also امریکائی, <i>em.ri.kā.ī</i>) |
| اصفهان | <i>es.fa.hān</i> | Isfahan (city in Iran) |
| شیراز | <i>shi.rāz</i> | Shiraz (city in Iran) |
| پروین | <i>par.vin</i> | Parvin; girl's name |
| آهسته | <i>ā.hes.te</i> | slow/slowly; quiet/quietly |
| شتر | <i>sho.tor</i> | camel |

5.1 Present stem: general remarks

Present tense
in Persian

All infinitives in Persian end in *-an* (or, more specifically, in either *-dan* or *-tan*). The stem of the past is regular and is always achieved by dropping this final *-an*. The present stem, however, should be learned separately. Most of the verbs follow a more or less 'regular' and easily recognizable pattern for their present stem also. For example, with very few exceptions, all the infinitives ending in *-idan* – and there are dozens of them – are regular and the present stem is what remains after you drop *-idan*: the present stem of رسیدن [*residan*, to arrive/to reach] would thus be رس [*res*]. You need, though, to learn more verbs to be able to recognize these patterns.

5.2 Present tense in Persian

Having learned in Unit 4 how to conjugate the verb داشتن [*dāštan*] in the present tense, we already know the conjugational suffixes needed in the present tense for all other verbs (Table 4.6). All other verbs, however – and there is no exception here – would need the stressed prefix *-می* [*mi-*] as well, which has this one form only and does not change with person. Thus, to say 'I know' in Persian, you need the prefix *mi-*, then the present stem of the verb 'to know' [= *dān*], and finally the conjugational ending for 'I' (1st person singular), which, as you already know, is *-am*. The result would be می دانم [*midānam*], and for other persons you simply change the conjugational ending: 'We know' would thus be می دانیم [*midānim*], and so on.

There should be no need to emphasize again that the suffixes, as we learned for داشتن, are always written joined.

Negative: For the negative, we change the prefix *-می* [*mi-*] to its negative form نمی [*nemi-*], and this is the only case where the negative prefix *na-* is pronounced *ne-*. The negative prefix always has the main stress in all tenses.

Note: This *mi-* (or, in negative, *nemi-*) prefix is now usually written separately, although it used to be written joined in the past and some might still write it that way (i.e., میدانم instead of می دانم).

5

Simple
present tense:
other verbs

Present
progressive
with *dāshtan*

Table 5.1: Present tense of the verb دانستن [*dānestan*, to know]; present stem: دان [*dān*]

| The verb <i>to know</i> | conjugational
suffix | affirmative | negative |
|--|-------------------------|------------------------|---------------------------|
| 1st person sg.:
[I] know | م -
[-am] | می دانم
[midānam] | نمی دانم
[nemidānam] |
| 2nd person sg.:
[you] know /
[thou] knowst | ی -
[-i] | می دانی
[midāni] | نمی دانی
[nemidāni] |
| 3rd person sg.:
[he/she/it] knows | د -
[-ad] | می داند
[midānad] | نمی داند
[nemidānad] |
| 1st person pl.:
[we] know | یم -
[-im] | می دانیم
[midānim] | نمی دانیم
[nemidānim] |
| 2nd person pl.:
[you] know | ید -
[-id] | می دانید
[midānid] | نمی دانید
[nemidānid] |
| 3rd person pl.:
[they] know | ند -
[-and] | می دانند
[midānand] | نمی دانند
[nemidānand] |

5.3 Glide and pronunciation

If the present stem of a verb ends in the vowels *-ā* or *-u*, the glide ی [y] should be added between the stem and the conjugational suffix. For three of the conjugational suffixes, which either consist of or start with the sound *i* – namely, 1st person plural, 2nd person singular and 2nd person plural – the glide is more commonly written as *hamze* (ئ) before that *i*, but writing ‘double ye’ is also possible and almost as common (see 4.5.1 for comparison).

In the case of the verb رفتن [*raftan*, to go] – present stem رو [*row*] – and a few other verbs with present stems ending in *-ow*, this *-ow* changes its pronunciation in conjugation to *-av* می روم [I go] and will therefore be pronounced *mi-rav-am*, not *mi-row-am*. (The *-ow* pronunciation will be needed for imperative [singular] only – see Unit 8 – and for making compound words, such as راهرو [*rāhrow*, corridor].) You might occasionally see other vowel changes also.

Table 5.2: Present tense: more examples of conjugation

| | regular | irregular | stem ending
in -ā
(glide needed) | stem ending
in -u
(glide needed) | stem ending
in -ow
(→ -av) |
|-------------------------------|--|---|--|---|----------------------------------|
| Infinitive | رسیدن
<i>residan</i> ,
to reach/
arrive | نوشتن
<i>neveshtan</i> ,
to write | آمدن
<i>āmadan</i> ,
to come | گفتن
<i>goftan</i> ,
to say | رفتن
<i>raftan</i> ,
to go |
| Present Stem | رس
<i>res</i> | نویس
<i>nevis</i> | آ
<i>ā</i> | گو
<i>gu</i> | رو
<i>row</i> (→ <i>rav</i>) |
| 1st person sg.
(I) | می‌رسم
<i>mi-res-am</i> | می‌نویسم
<i>mi-nevis-am</i> | می‌آیم
<i>mi-ā-yam</i> | می‌گویم
<i>mi-gu-yam</i> | می‌روم
<i>mi-rav-am</i> |
| 2nd person sg.
(you/thou) | می‌رسی
<i>mi-res-i</i> | می‌نویسی
<i>mi-nevis-i</i> | می‌آئی or
می‌آیی
<i>mi-ā-'i</i> | می‌گویی or
می‌گویی
<i>mi-gu-'i</i> | می‌روی
<i>mi-rav-i</i> |
| 3rd person sg.
(he/she/it) | می‌رسد
<i>mi-res-ad</i> | می‌نویسد
<i>mi-nevis-ad</i> | می‌آید
<i>mi-ā-yad</i> | می‌گوید
<i>mi-gu-yad</i> | می‌رود
<i>mi-rav-ad</i> |
| 1st person pl.
(we) | می‌رسیم
<i>mi-res-im</i> | می‌نویسیم
<i>mi-nevis-im</i> | می‌آئیم or
می‌آییم
<i>mi-ā-'im</i> | می‌گوئیم or
می‌گوییم
<i>mi-gu-'im</i> | می‌رویم
<i>mi-rav-im</i> |
| 2nd person pl.
(you) | می‌رسید
<i>mi-res-id</i> | می‌نویسید
<i>mi-nevis-id</i> | می‌آئید or
می‌آید
<i>mi-ā-'id</i> | می‌گوئید or
می‌گویید
<i>mi-gu-'id</i> | می‌روید
<i>mi-rav-id</i> |
| 3rd person pl.
(they) | می‌رسند
<i>mi-res-and</i> | می‌نویسند
<i>mi-nevis-and</i> | می‌آیند
<i>mi-ā-yand</i> | می‌گویند
<i>mi-gu-yand</i> | می‌روند
<i>mi-rav-and</i> |

Negative: For the negative of all the verbs in Table 5.2, simply change -می [mi-] to -نمی [nemi-].

Spelling and pronunciation note: As you can see in Table 5.2, after the vowels -ā and -u, one ی alone functions as the consonant y only and never as the vowel i: می‌گوید is always *mi-gu-yad* and never *mi-gu-'id*; the latter would need a glide before -i (written as a *hamze* or another ی) to make that pronunciation possible: می‌گوئید or می‌گویید. Therefore, try to avoid the equation ی = i; it can also be the consonant y.

5.4 Usage

زمان حال or present tense in Persian is equal to the *simple present tense* in English, but can also be used as *present progressive* or even instead of the *future tense*. The context or the accompanying adverb of time will help you determine which tense to use in English when translating.

Examples:

پروین به مدرسه می رود [parvin be madrese miravad, Parvin goes to school.]

شما هر روز غذا می خرید [shomā har-ruz ghazā mi-kharid, You buy food every day.]

تو الآن نامه می نویسی [to al'ān nāme mi-nevisi, You are writing a letter now.]

امروز نمی آیم [emruz nemiāyam, I'm not coming today.]

امروز به شهر هفتم می رسیدیم [emruz be dars-e haftom mi-resim, Today we'll reach the seventh city.]

آنها فردا می رسند [ānhā fardā miresand, They will arrive tomorrow.]

فردا به پدرش می گوئیم [fardā be pedarash mi-gu'im, Tomorrow we'll tell his/her father.]

This tense is the only equivalent in Persian of the English *simple present tense*; however there is a future tense also in Persian, covered in Unit 11, and there is an alternative present progressive construction as well (see 5.5).

5.5 Present progressive formed with داشتن

A new development in the language (predominantly in colloquial Persian) and not fully developed as a tense, this construction is used to focus on the action expressed by the verb, to stress and make it clear that something is happening right now.

Two limitations in usage:

1. It has no negative form: it is always affirmative.
2. It is used to focus on an action and, therefore, cannot be used for verbs that are either *equating* in their function or are more about the *state* rather than the *action*. (In English, for instance, you can say *I am*

realizing now, but not *I am knowing*; you can say *the sun is appearing*, but not *is seeming*.)

Present
progressive
formed with
داشتن

Formation: The main verb is conjugated in the present tense in the normal way at the end of the sentence; the verb داشتن is also conjugated for the same person (same conjugational suffixes, but no *mi-* prefix) and usually placed after the subject, or at the beginning of the sentence if the subject is not mentioned, or after the adverb of time. Although there is some flexibility about its position, whenever possible it should be placed closer to the beginning of the sentence and not immediately before the main verb. Here داشتن is an auxiliary verb with no independent meaning of its own, and it is only the context that can help you decide whether it means 'to have' or is simply part of the progressive aspect.

Examples:

سه برادر دارم [*se barādar dāram*, I have three brothers.]

دارم به خانه می‌روم [*dāram be khāne miravam*, I'm going home.

Here you know that: I have I go home, wouldn't make sense.]

وقت دارم ولی به آنجا نمی‌روم [*vaght dāram vali be ānjā nemiravam*, I have time but I don't go/I'm not going there.]

آیا دارید می‌روید؟ [*āyā dārid mi-ravid?*, Are you going/leaving?]

Table 5.3: رفتن [*raftan*, to go] in simple present tense and in present progressive with داشتن

| Present / Present progressive tense | | Present progressive tense | |
|---|--|---|---------------|
| affirmative | negative | affirmative | negative |
| می‌روم
<i>mi-ravam</i>
I go /
I am going | نمی‌روم
<i>nemi-ravam</i>
I don't go /
I am not going | دارم می‌روم
<i>dāram mi-ravam</i>
I am going | [No negative] |
| می‌روی
<i>mi-ravi</i>
you (sg.) go /
you are going | نمی‌روی
<i>nemi-ravi</i>
you (sg.) don't go /
you are not going | داری می‌روی
<i>dāri mi-ravi</i>
you (sg.) are going | [No negative] |
| می‌رود
<i>mi-ravad</i>
he goes /
he is going | نمی‌رود
<i>nemi-ravad</i>
he doesn't go /
he is not going | دارد می‌رود
<i>dārad mi-ravad</i>
he is going | [No negative] |

Table 5.3: (cont'd)

| Present / Present progressive tense | | Present progressive tense | |
|---|--|---|---------------|
| affirmative | negative | affirmative | negative |
| می‌رویم
<i>mi-ravim</i>
we go /
we are going | نمی‌رویم
<i>nemi-ravim</i>
we don't go /
we are not going | داریم می‌رویم
<i>dārim mi-ravim</i>
we are going | [No negative] |
| می‌روید
<i>mi-ravid</i>
you (pl.) go /
you are going | نمی‌روید
<i>nemi-ravid</i>
you (pl.) don't go /
you are not going | دارید می‌روید
<i>dārid mi-ravid</i>
you (pl.) are going | [No negative] |
| می‌روند
<i>mi-ravand</i>
they go /
they are going | نمی‌روند
<i>nemi-ravand</i>
they don't go /
they are not going | دارند می‌روند
<i>dārand mi-ravand</i>
they are going | [No negative] |

More examples:

. الان دارم یک نامه می‌نویسم. (Now I'm writing a letter.)

. شهر نزدیک است، داریم می‌رسیم. (The city is near; we are arriving.)

. مدرسه نزدیک است، دیر نمی‌رسی. (The school is near; you won't be late.)

. حالا نمی‌گویم ولی فردا می‌گویم. (I won't say [it] now, but I'll say tomorrow.)

. هر روز دو بار به خانه ما می‌آید. (He comes to our house twice a day.)

. معمولاً در ده غذا می‌خرند. (They usually buy food in the village.)

. پدرم آنجاست، دارد غذا می‌خرد. (My father is there, he's buying food.)

. آیا خواهرت نمی‌داند؟ (Doesn't your sister know?)

. به کلاس نمی‌روم؛ مادرم دارد از ایران می‌آید. (I'm not going to class; my Mom is coming from Iran.)

. وقت نداریم، داریم به کلاس می‌رویم. (We don't have time, we're going to class.)

Exercises

Exercises

Exercise 5.1

Write the correct form of the verb.

۱. من و مادرم (رسیدن).
۲. پدر و خواهرتان (رفتن).
۳. شما (گفتن).
۴. شما و دکتر (داشتن).
۵. شما و من (دانستن).
۶. تو (نوشتن).
۷. تو و من (خریدن).
۸. تو و پدرت (رفتن).
۹. شما و آن شاعر (آمدن).
۱۰. ایرانی‌ها (بودن).

Exercise 5.2

Write the correct form of the verb, then translate.

۱. فردا معلم ایرانی به کشورش (رفتن).
۲. شش دانشجوی آمریکائی به شهر شیراز (آمدن).
۳. آیا او امروز دیر (آمدن)?
۴. ما کتاب آلمانی داریم ولی آلمانی (دانستن).
۵. هر سال برادرهایمان با زنان آمریکائی‌شان به اصفهان (آمدن).
۶. امشب یک هواپیمای دیگر به فرودگاه شیراز (رسیدن).
۷. من به تو (گفتن) ولی به او نمی‌گویم.
۸. شما یک کتاب (داشتن)، اینها مال ما (بودن).
۹. هر روز آنها به من نامه (نوشتن).
۱۰. من با اولین هواپیما به ایران (رفتن).

Exercise 5.3

In which of the following sentences can you add the verb داشتن to form the present progressive? Rewrite those sentences with the appropriate form of داشتن .

1. پدر و مادرم به خانه می آیند (My parents/my father and mother come/are coming home.)
2. هواپیما به فرودگاه تهران می رسد (The airplane arrives/is arriving at Tehran Airport.)
3. دانشجویان در کلاس هستند (The students are in the classroom.)
4. ما در کتابخانه دانشگاه چند نامه می نویسیم (We write/are writing some letters in the library of the university.)
5. امروز به دانشگاه نمی روم، بیمار هستم (I don't go/am not going to the university today; I'm sick.)
6. من از کتابخانه دانشگاه به خانه مان می روم (I go/am going to our house from the library of the university.)
7. شما برای خرید به بازار می روید (You go/are going to the bazaar for shopping.)
8. ما زبان آلمانی نمی دانیم (We don't know German.)
9. آنها در بازار بزرگ تهران فرش می خرند (They buy/are buying carpets in Tehran's grand bazaar.)
10. فردا چند تکلیف برای درس فارسی دارم (Tomorrow I have some assignments for the Persian course/lesson.)

Exercise 5.4

Translate the following sentences into English.

۱. پروین امروز به دانشگاه نمی رود.
۲. تو هر روز به مدرسه می روی.
۳. فردا با خواهرم به کلاس زبان فارسی می روم.
۴. من بیمارم و فردا به کلاس نمی آیم.
۵. آنها زبان فارسی خوب نمی دانند.
۶. دختر آن خانم ایرانی، انگلیسی خوب می داند.
۷. هر شب پدر و مادرم ساعت هفت به خانه می رسند.
۸. او یک نامه به زبان انگلیسی به خواهرش می نویسد.
۹. بچه ها برای آن پرندۀ سیاه غذا می خرند.
۱۰. من قلم ندارم و با مداد می نویسم.

Exercise 5.5

Change the verbs in the following sentences from affirmative to negative.

۱. این یکی از شهرهای قدیمی ایران است.
۲. امروز خیلی وقت داریم و به کتابخانه می رویم.

۳. خواهرانتان خیلی زیبا هستند.
۴. آیا دارید برای خرید به بازار می‌روید؟
۵. هواپیما دارد الآن به فرودگاه می‌رسد.
۶. هر کشور چند شاعر عالی دارد.
۷. تو برای پدر بیمار غذا می‌خری.
۸. قلمهای زیبا معمولاً خوب می‌نویسند.
۹. بچه های افغانی خیلی شاد هستند.
۱۰. هر اتاق دو پنجره بزرگ دارد.

Exercise 5.6

Choose the correct form of the verb.

۱. تو برای برادر من یک قلم (می‌خرم / می‌خرد / می‌خری).
۲. تو و برادر من امروز به ایران (می‌رود / می‌روید / می‌روم).
۳. تو و من فردا به دانشگاه (می‌آیم / می‌آئیم / می‌آئی).
۴. شما و آن پسر معمولاً خیلی دیر (می‌رسید / می‌رسد / می‌رسی).
۵. من و خواهرت هر روز نامه (می‌نویسی / می‌نویسند / می‌نویسیم).
۶. دکتر ایرانی ما خیلی خوب (می‌داند / می‌دانیم / می‌دانند).
۷. دکترها معمولاً وقت (ندارد / ندارند / می‌دارد).
۸. بچه خواهرم چشمهای بزرگی (دارند / دارم / دارد).
۹. دختر من فردا در تهران (نیست / هستم / نیستیم).
۱۰. ما فردا به شما (می‌گوئید / می‌گوئیم / می‌گویم).

IDIOMS – PROVERBS – APHORISMS – POEMS

یک دست صدا ندارد.

One hand alone has no sound.

(Used to emphasize the importance of cooperation.)

شتر آهسته می‌رود شب و روز.

The camel goes slowly, day and night.

(= It is with endurance that you reach your goal, not with haste.)

[Proverb; originally a line by Saadi, a 13th century poet.]

UNIT SIX

Definite and
indefinite (1)

Attributive -i suffix

فصل ۶

معرفه و نکره (۱)

یاء نسبت

New words in this unit

| | | |
|----------|----------------------|---|
| معرفه | <i>ma'.re.fe</i> | definite (gr.) |
| نکره | <i>na.ka.re</i> | indefinite (gr.) |
| یاء نسبت | <i>yā.'e nes.bat</i> | attributive 'ی' or stressed -i suffix |
| خواندن | <i>khān.dan</i> | to read; to study (<i>tr.</i>); to sing; to call (pres. stem: خوان, <i>khān</i>) |
| گذشتن | <i>go.zash.tan</i> | to pass (pres. stem: گذر, <i>go.zar</i>) |
| زود | <i>zud</i> | early; fast |
| مفید | <i>mo.fid</i> | useful |
| ارزان | <i>ar.zān</i> | cheap |
| گرم | <i>garm</i> | warm |
| سرد | <i>sard</i> | cold |
| قرمز | <i>gher.mez</i> | red |
| سفید | <i>se.fid</i> | white |
| مشهور | <i>mash.hur</i> | famous |
| دراز | <i>de.rāz</i> | long |
| جوان | <i>ja.vān</i> | young |
| جوانی | <i>ja.vā.ni</i> | youth |
| زرنگ | <i>ze.rang</i> | clever |
| زرنگی | <i>ze.ran.gi</i> | cleverness |

| | | |
|----------|---------------------|---|
| ابر | <i>abr</i> | cloud |
| ابری | <i>ab.ri</i> | cloudy |
| باران | <i>bā.rān</i> | rain |
| بارانی | <i>bā.rā.ni</i> | rainy (<i>adj.</i>); raincoat (<i>n.</i>) |
| آفتاب | <i>āf.tāb</i> | sunshine |
| آفتابی | <i>āf.tā.bi</i> | sunny |
| روشن | <i>row.shan</i> | bright (also 'on' as light or fire or a device) |
| آب | <i>āb</i> | water |
| آبی | <i>ā.bi</i> | blue |
| زندان | <i>zen.dān</i> | prison |
| زندانی | <i>zen.dā.ni</i> | prisoner |
| هند | <i>hend</i> | India (also هندوستان, <i>hen.dus.tān</i>) |
| هندی | <i>hen.di</i> | Indian |
| پاکستان | <i>pā.kes.tān</i> | Pakistan |
| پاکستانی | <i>pā.kes.tā.ni</i> | Pakistani |
| شهری | <i>shah.ri</i> | urban |
| زشتی | <i>zesh.ti</i> | ugliness |
| زیبایی | <i>zi.bā.'i</i> | beauty |
| شادی | <i>shā.di</i> | happiness, gladness |
| برادری | <i>ba.rā.da.ri</i> | brotherhood; brotherliness |
| آسمانی | <i>ā.se.mā.ni</i> | from sky; heavenly; holy |
| تاریخی | <i>tā.ri.khi</i> | historical |
| غذائی | <i>gha.zā.'i</i> | (of) food; nutritional, dietary |
| گوشی | <i>gu.shi</i> | receiver (of a phone) |
| بچگی | <i>bach.che.gi</i> | childhood; childishness |
| گل | <i>gol</i> | flower |
| فیلم | <i>film</i> | film |
| نی | <i>ney</i> | reed; traditional Iranian flute |
| پارک | <i>pār.k</i> | park |

| | | |
|----------|----------------------|---|
| باغ | <i>bāgh</i> | garden |
| صبح | <i>sobh</i> | morning |
| تابستان | <i>tā.bes.tān</i> | summer |
| کودک | <i>ku.dak</i> | child (<i>form.</i>) |
| کودکستان | <i>ku.da.kes.tān</i> | kindergarten |
| رستوران | <i>res.to.rān</i> | restaurant |
| استاد | <i>os.tād</i> | professor; master of a craft |
| مردم | <i>mar.dom</i> | people |
| مسلمان | <i>mo.sal.mān</i> | Muslim, Moslem |
| خیابان | <i>khi.yā.bān</i> | street |
| داستان | <i>dās.tān</i> | story |
| روی | <i>ru-ye</i> | on (<i>prep.</i>) |
| میز | <i>miz</i> | table |
| شیکاگو | <i>shi.kā.go</i> | Chicago |
| شاید | <i>shā.yad</i> | maybe, perhaps |
| زندگی | <i>zen.de.gi</i> | life (= the period from birth to death) |
| زنبیل | <i>zan.bīl</i> | basket |
| که | <i>ke</i> | that, which |
| مینا | <i>mi.nā</i> | Mina (girl's name) |

6.1 The noun in its absolute form

As we have already seen in some of the examples used in previous units, when a noun is in its absolute form in Persian (i.e., not accompanied by any determiners), it can be either definite or indefinite, and it is the context that usually helps one decide how to translate it. As indefinite, it can be the noun in its generic sense (for professions, etc.), or in a general sense (equal to *indefinite plural* in English). کتاب مفید است [*ketāb mofid ast*] could mean 'A book is useful' or, more generally, 'Books are useful.' However, if you are talking about a particular book which has already been mentioned, the same sentence could mean: 'The book is useful.'

Examples:

The noun in
its absolute
form

a. As a subject:

کتاب خوب نیست [ketāb khub nist], the word-for-word translation being 'book-good-isn't.' Is this *a* book or *the* book? Since we normally assume that books are good, this should be understood as *definite*: 'The book is not good.' However, this could be part of a longer statement, the rest of which is only understood and not mentioned, such as: 'A book is not good [for this purpose].' Should that be the case, then it can also be translated as: 'Books are not good.'

کتاب قرمز است [ketāb ghermez ast]: 'The book is red.' (Not all books are red, so this cannot be a general statement.)

قلم می‌نویسد [ghalam minevisad]: 'A pen writes' or 'Pens write.'
But also: 'The pen writes.'

قلم نمی‌نویسد [ghalam neminevisad]: 'The pen does not write.'
(This cannot be a general statement.)

قلم روی میز است [ghalam ru-ye miz ast]: 'The pen is on the table.' (Pens are not *always* on tables, so this cannot be a general statement.)

قلم زیباست [ghalam zibā-st]: 'The pen is beautiful.' (Pens are not known for their beauty, although some pens can be beautiful also – therefore, this too cannot be a general statement.)

قلم ارزان است [ghalam arzān ast]: 'The pen is cheap.' – but if you are comparing a normal pen with a computer (as two different means of writing), or if you are very rich, then 'Pens are cheap.'

پسر می‌آید [pesar mi-āyad]: 'The boy is coming.' (This is not *پسر* in a general or generic sense; we are not using a more common attribute here like 'boys are naughty'.)

b. As part of the predicate:

پروین معلم است [parvin mo'allem ast]: 'Parvin is a teacher.'

من دکترم [man doktoram]: 'I am a doctor.'

من کتاب دارم [man ketāb dāram]: 'I have a book,' or 'I have books.'
(You may ask: Why not 'I have *the* book'? Because a *definite direct object* requires a marker; this will be explained in Unit 7.)

به خانه معلم می‌روم [*be khāne-ye mo'allem miravam*]: 'I am going to the teacher's house/to the house of the teacher.'

او به مدرسه می‌رود [*u be madrese miravad*]: 'He/she goes to school' [= is a student] or 'He/she goes to *the* school.'

مینا دختر است [*minā dokhtar ast*]: 'Mina is a girl.'

6.1.1 Plural nouns

A general or generic sense is much less likely to be expressed by plural nouns, and nouns in the plural usually tend to be considered definite, unless an indefinite determiner is also added (see 6.2); in many cases it is necessary to use the plural to convey definiteness. Compare:

گل زیباست [*gol zibā-st*]: 'A flower is beautiful,' 'flowers are beautiful,' but also 'the flower is beautiful.'

گلها زیباست [*ghalam zibā-st*] (or گلها زیبایی دارند [*ghalam zibāyand*]): 'The flowers are beautiful.'

مینا دختر است [*minā dokhtar ast*]: 'Mina is a girl.'

مینا و پروین دخترند [*minā va parvin dokhtarand*]: 'Mina and Parvin are girls.' (Note that دختر is still singular.)

مینا و پروین دخترهایند [*minā va parvin dokhtarhāyand*]: 'Mina and Parvin are *the* girls.'

It is, however, possible to use plural nouns for general indefinite statements:

دخترها دستهای کوچک دارند [*dokhtarhā dasthā-ye kuchek dārand*]: 'Girls have small hands.'

6.1.2 Nouns modified by adjectives

Where no indefinite determiner is present, nouns modified by adjectives also tend to be understood as definite. Compare:

کتاب خوب است [*ketāb khub ast*]: 'A book is good,' 'books are good,' or 'the book is good.'

کتاب آبی خوب است [*ketāb-e ābi khub ast*]: 'The blue book is good.'

6.2 Indefinite determiners: unstressed '-i' and/or یک [yek]

Indefinite
determiners:
unstressed '-i'
and/or
یک [yek]

When definite/indefinite determiners or markers are present, the boundary between them is no longer blurred. The indefinite marker is either the suffix *-i*, or the numeral *yek*, or a combination of both:

- A. *Before the noun:* Before the noun, you can use the word یک [yek, one] for singular, or a quantitative adjective like چند [chand, some, or several] for plural.

چند is like numbers and the noun after it is always in singular form.

Examples:

In the following examples, یک can be translated as either the indefinite article *a/an* or the number *one*.

یک کتاب [yek ketāb, a book].

یک کتابِ خوب [yek ketāb-e khub, a good book].

یک کتابِ خوبِ مفید [yek ketāb-e khub-e mofid, a good, useful book], or:

یک کتابِ خوب و مفید [yek ketāb-e khub-o (= khub va) mofid, a good and useful book]. (See 2.2. for connecting adjectives.)

چند کتاب [chand ketāb, some books].

چند کتابِ خوب [chand ketāb-e khub, some good books].

چند کتابِ خوبِ مفید [chand ketāb-e khub-e mofid, some good, useful books], or:

چند کتابِ خوب و مفید [chand ketāb-e khub-o (= khub va) mofid, some good and useful books].

- B. *After the noun:* The unstressed suffix ی [-i] can be added to the noun or to the adjective modifying the noun. The noun can be singular or plural. (The rules governing its writing are no different from those of the *-i* used as the verb *to be* [2nd.sg.], mentioned earlier.)

Examples for indefinite ی added to:

- words ending in consonants: always joined, as in کتابی [ketābi, a book], زنی [zani, a woman], دستی [dasti, a hand].

- words ending in *-a*: نه‌ای [na'i, 'a no' – this is the only word in contemporary Persian ending in this vowel].
- words ending in *-e*: خانه‌ای [khāne'i, a house].
- words ending in *-o*: رادیوئی (or رادیویی) [rādio'i, a radio].
- words ending in *-ā*: پائی (or پایی) [pā'i, a foot].
- words ending in *-u*: دانشجوئی (or دانشجویی) [dāneshju'i, a (college) student].
- words ending in *-i*: ایرانی‌ای (or ایرانشی) [irāni'i, an Iranian].
- words ending in *-ow*: راهروی [rāhrowi, a hallway].
- words ending in *-ey*: نی‌ای (or نی / نیی) [neyi, a reed, or a (reed) flute].

If the noun is followed by an adjective, in colloquial Persian the *-i* suffix is *always* added to the adjective – to the last adjective if there are more than one – and *never* to the noun; but in formal, written Persian, this suffix is more often added to the noun, although the other version is also acceptable. When the *-i* is added to the noun – in which case it comes between the noun and its adjective – the *ezāfe* that connects the noun to the adjective is dropped.

Examples:

Colloquial and less formal: روز گرمی [ruz-e garmi, a warm day];
روزهای گرمی [ruzhā-ye garmi, (some) warm days].

Formal, never in spoken Persian: روزی گرم [ruzi garm, a warm day];
روزهائی گرم [ruzhā'i garm, (some) warm days].

When there are two or more adjectives, in the colloquial version, the adjectives can be connected either by *ezāfe* or *va*, and the suffix *-i* is added to the last adjective. In the formal version, however, the adjectives can only be connected with *va*.

Examples:

Colloquial: روز گرم زیبائی [ruz-e garm-e zibā'i, a warm, beautiful day]
or روز گرم و زیبائی [ruz-e garm-o (= garm va) zibā'i, a warm and beautiful day].

Formal: روزی گرم و زیبا [ruzi garm-o (= garm va) zibā, a warm and beautiful day].

- C. *Both combined:* This 'yek + -i' combination is common in spoken Persian, but it is usually avoided in written Persian. Since it is a feature of colloquial Persian, the *-i* is always added to the adjective if one is present, and to the last adjective when there are several adjectives. It is mostly

used for singular nouns, although you might even hear sometimes *yek* + a plural noun; also the plural form 'چند + ی' is occasionally used (especially for time-related expressions), or even 'یک چند + ی'.

Indefinite determiners: unstressed '-i' and/or یک [yek]

Examples:

یک زنی [yek zani, a woman], یک زنهای [yek zanhā'i, some women], چند روزی (یک) [(yek) chand ruzi, some/a few days]

یک زنهای جوانی [yek zan-e javāni, a young woman], یک زنهای جوانی [yek zanhā-ye javāni, some young women].

Table 6.1: All forms of indefinite with یک [yek], with ی [-i], or with both

| | یک [yek] | ی [-i] | یک [yek] and ی [-i] |
|------------------------|---|--|---|
| a boy | یک پسر
[yek pesar] | پسری
[pesari] | یک پسری
[yek pesari] |
| a good boy | یک پسر خوب
[yek pesar-e khub] | a) colloquial:
پسر خوبی
[pesar-e khubi]
b) formal:
پسری خوب
[pesari khub] | یک پسر خوبی
[yek pesar-e khubi] |
| a small, clever boy | یک پسر کوچک زرنج
[yek pesar-e kuchek-e zerang] | پسر کوچک زرنجی
[pesar-e kuchek-e zerangi] | یک پسر کوچک زرنجی
[yek pesar-e kuchek-e zerangi] |
| a small and clever boy | یک پسر کوچک و زرنج
[yek pesar-e kuchek-o (= kuchek va) zerang] | a) colloquial:
پسر کوچک و زرنجی
[pesar-e kuchek-o (= kuchek va) zerangi]
b) formal:
پسری کوچک و زرنج
[pesari kuchek-o (= kuchek va) zerang] | یک پسر کوچک و زرنجی
[yek pesar-e kuchek-o (= kuchek va) zerangi] |

Important notes:

1. Don't use indefinite *-i* for general statements. For general statements in English you can say, for instance, 'pens write' or 'a pen writes.' In Persian you would say *قلم می نویسد* or, occasionally, *یک قلم می نویسد* but never *قلمی می نویسد* (or *یک قلمی می نویسد*), which would mean 'a certain pen is writing.'
2. As mentioned in section 6.2.B, the indefinite *-i* can never have the *ezāfe* attached to it: it is never *-i-ye* when it is the unstressed indefinite *-i*.
3. Make sure that you do not confuse the indefinite *-i* with the glide *-ye* used for *ezāfe* after nouns that end in certain vowels: after vowels, one *ی* alone can never be pronounced as *-i* and it is usually the glide *-ye* for *ezāfe*. *گل‌های سفید* is always *golhā-ye sefid* [(the) white flowers]; indefinite *-i* would require *hamze + ye* or double *ye*: *گل‌هایی سفید* [*golhā-'i sefid*, some white flowers]. (See also the Spelling and Pronunciation Note in section 5.3)
4. In pronunciation as well as in writing, this suffix is exactly like the *-i* suffix you have already learned: the present tense of *to be*, 2nd person singular. Thus, *زنی* [*zani*] can be both 'A woman' and 'You are [a] woman!' The context, of course, and syntax will always help you understand the meaning correctly.
5. The combined form (*yek + -i*) is colloquial to such an extent that one would expect to see the examples written in the spoken way (Tehrani accent): *یک زن جوانی* [*yek zan-e javāni*] looks a little strange on the page and you expect to hear it as *ye zan-e javuni*. (Learning some features of the spoken – Tehrani – remains for later.)

The *definite marker* will be introduced and explained in Unit 7.

See in Table 6.2 how some English indefinite statements are translated into Persian:

Table 6.2: Indefinite statements: English vs. Persian

| | |
|------------------------|--|
| That is a woman. | آن (یک) زن است
(but not: آن زنی است) |
| She is a teacher. | او معلم است
(but not: او معلمی است) |
| She is a good teacher. | او معلم خوبی است
(also possible but formal: او معلمی خوب است) |
| A tree has leaves. | درخت برگ دارد
(and not: درختی برگ‌ها دارد) |

Table 6.2: (cont'd)

| | |
|----------------------|--|
| Trees are beautiful. | درخت زیباست
or درختها زیبا هستند |
| The sky has stars. | آسمان ستاره دارد
(and not: آسمان ستاره‌ها دارد) |
| They write letters. | آنها نامه می‌نویسند |
| Letters are good. | نامه خوب است
or نامه‌ها خوبند |

6.3 Stressed '-i' suffix

Although at this stage we will not introduce the different suffixes (and prefixes) used in Persian to make new words, it seems appropriate after our discussion of the *unstressed* -i (used as indefinite determiner) to talk briefly about the *stressed* -i also.

Stressed -i is the most common and the most productive suffix in the Persian language; it is even used in some English borrowings from South Asia such as *khāki* (*khāk* being the Persian word for 'soil' or 'dust' + -i), or the -i ending in words like Hindi, Pakistani, and so on.

This suffix, usually referred to as *یاء نسبت* [*yā-e nesbat*, 'attributive یی'], is predominantly used to make:

- adjectives from nouns (compare with English rain/rainy or cloud/cloudy),
- nouns from adjectives (compare with English jealous/jealousy or brown/brownie), or
- associated nouns from other nouns (compare with English goat/goatee).

Please note that sometimes a noun can be used as an adjective without this suffix being added, and sometimes it can't: you can say 'a history professor' [= 'professor of history'], but you have to say 'a historical document.' It is not so different in Persian, though it is not always exactly the same.

Examples:

1. Adjective → Noun:

زشت [*zesht*, ugly], زشتی [*zeshtí*, ugliness];

جوان [*javān*, young], جوانی [*javānī*, youth];

خوب [*khub*, good], خوبی [*khubí*, goodness].

2. Noun → Adjective:

باران [*bārān*, rain], بارانی [*bārānī*, rainy];

ابر [*abr*, cloud], ابری [*abrī*, cloudy];

شهر [*shahr*, city], شهری [*shahrī*, urban].

3. Noun → Noun:

برادر [*barādar*, brother], برادری [*barādarī*, brotherhood];

زندانی [*zendānī*, prisoner], زندان [*zendān*, prison];

گوشی [*gushī*, (a phone) receiver], گوش [*gush*, ear].

Two major differences between stressed and unstressed -i's:

1. Unlike the unstressed one, we can use *ezāfe* with a stressed -i when it needs to be connected to the next word. There is no need to write a second ی as a glide in such cases, because one ی alone can have a double function and be pronounced as -i-ye (see 2.3.A):

زشتی خانه‌ها [*zeshti-ye khāne-hā*, the ugliness of the houses];

یک روزِ ابریِ سرد [*yek ruz-e abri-ye sard*, a cold cloudy day].

2. When adding it to words ending in -e (= silent *hé*), in most of the Persian words the original latent *g* ending will reappear (similar to the plural -ān suffix; see 2.1.1/B/No. 4):

بچه [*bach-che*, child], بچگی [*bach-che-gī*, childhood] (compare with unstressed, indefinite -i added to the same word: بچه‌ای [*bach-che-ī*, a child]).

Exercises

Exercise 6.1

Add different forms of indefinite markers to the following singular and plural nouns.

Example: singular: گلی / یک گل / یک گلی → گل

plural: گلها / یک گلها / یک گلها → گلها

۱. هتلها ۲. مدرسه ۳. تابستان ۴. پسر ۵. کودکان ۶. شبها ۷. خانه ۸. برگها

۹. صبح ۱۰. پرنده‌ها.

Exercise 6.2

In the following phrases, delete یک and use indefinite ی instead; use the formal version for numbers 1–5 and the less formal/colloquial version for numbers 6–10.

Example: پسرِ بد → پسرِ بد (form.); → پسرِ بدی (col.)

۱. یک صبح بارانی
۲. یک شب سرد
۳. یک دانشگاه مشهور
۴. یک کلاس
۵. یک کتابهای ارزانی
۶. یک روز آفتابی
۷. یک روز بارانی زیبا
۸. یک پرنده کوچک قرمز
۹. یک غذای ایرانی گرم
۱۰. یک آسمان روشن.

Exercise 6.3

How would you translate the following phrases if the *-i* at the end of the phrase is *stressed*?

Example: مردِ شیرازی → 'The Shirāzi man' or 'The man from Shirāz.'

۱. یک مدرسهٔ تابستانی
۲. یک شهر دانشگاهی
۳. یک مشکلِ غذایی
۴. یک دخترِ تهرانی
۵. یک بچهٔ کودکانی
۶. یک داستان تاریخی
۷. یک کتابِ آسمانی
۸. یک روز شادی
۹. کلاسِ زیبایی
۱۰. آسمانِ ابری.

Exercise 6.4

Decide whether – and where – you would need the *ezāfe* in the following phrases, then write the transcription of each phrase and translate it.

Example: زرنگیِ بچه → *zerangi-ye bachche*, the child's cleverness.

۱. پاکستانیِ ای
۲. آن هندیِ جوان
۳. فیلمِ هندیِ ای
۴. داستانیِ هندی
۵. پاکستانیِ
۶. زیباییِ دهیِ ایرانی
۷. دهِ زیباییِ
۸. دخترِ زرنگیِ
۹. شهریِ تاریخی
۱۰. بارانیِ آن خانم.

Exercise 6.5

Translate the following sentences.

۱. آیا آن پسرِ زرنگِ امروز دیر به مدرسه می‌رود؟
۲. هر روز صبحِ زود آن زندانیِ جوان در زندان کتاب می‌خواند.

۳. هر تابستان پرنده‌ها به پارک دانشگاه ما می‌آیند.
۴. یک بچه کوچک دارد با مادرش به کودکان می‌رود.
۵. آیا فردا با استاد به رستورانی ایرانی در شهر شیکاگو می‌روی؟
۶. پدرم وقت ندارد، دارد نامه می‌نویسد.
۷. این کتابخانه برای بچه‌ها خیلی کتاب دارد.
۸. آیا یک رستوران ایرانی در این شهر پاکستان نیست؟
۹. در باغ خانه استاد آمریکائی‌ام گل‌های قرمز زیبایی هستند.
۱۰. آن کودک چند گل سفید در دست دارد.

IDIOMS - PROVERBS - APHORISMS - POEMS

زندگی شاید

یک خیابان دراز است که هر روز زنی با زنبیلی از آن می‌گذرد.

Life is perhaps / a long street through which a woman
holding a basket passes every day.

(From a poem by Forugh Farrokhzād, 1934–1967;
tr. by Karim Emami.)

UNIT SEVEN

فصل ۷

Transitive and intransitive

لازم و متعدی

Direct and indirect
objects

مفعول مستقیم و

غیر مستقیم

Definite and
indefinite (2): *rā*

معرفه و نکره (۲):

‘را’

Compound verbs

فعلهای مرکب

New words in this unit

| | | |
|------------|-----------------------------|---|
| نشانه | <i>ne.shā.ne</i> | sign |
| لازم | <i>lā.zem</i> | intransitive (gr.) |
| متعدی | <i>mo.te.'ad.di</i> | transitive (gr.) |
| مفعول | <i>maf.'ul</i> | object (gr.) |
| مستقیم | <i>mos.ta.ghim</i> | direct |
| غیر مستقیم | <i>ghey.r-e mos.ta.ghim</i> | indirect |
| مرکب | <i>mo.rak.kab</i> | compound (gr.) |
| را | <i>rā</i> | 'definite direct object' marker |
| درباره | <i>dar.bā.re-ye</i> | about (<i>prep.</i>) |
| خطر | <i>kha.tar</i> | danger |
| دیدن | <i>di.dan</i> | to see (pres. stem: بین [<i>bin</i>]) |
| خوردن | <i>khor.dan</i> | to eat (also 'to drink' in <i>col.</i>)
(pres. stem: خور [<i>khor</i>]) |
| دادن | <i>dā.dan</i> | to give (pres. stem: ده
[<i>deh</i> → <i>dah</i>]*) |
| زدن | <i>za.dan</i> | to hit, strike (pres. stem: زن [<i>zan</i>]) |
| حرف | <i>harf.</i> | talk; words (= what someone says) |

| | | |
|---------------|--------------------------|--|
| حرف زدن (با) | <i>harf za.dan (bā)</i> | to talk (to/with) [زن → زدن] |
| کردن | <i>kar.dan</i> | to do (pres. stem: کن [kon]) |
| گوش کردن (به) | <i>gush kar.dan (be)</i> | to listen (to) [کن → کردن] - can take direct or indirect object |
| نگاه | <i>ne.gāh</i> | look |
| نگاه کردن | <i>ne.gāh kar.dan</i> | to watch [کن → کردن] |
| نگاه کردن به | <i>ne.gāh kar.dan be</i> | to look at |
| فکر | <i>fekr</i> | thought |
| فکر کردن | <i>fekr kar.dan</i> | to think [کن → کردن] |
| روشن کردن | <i>row.shan kar.dan</i> | to turn on [کن → کردن] |
| شدن | <i>sho.dan</i> | to become (pres. stem: شو [show → shav]*) |
| تمیز | <i>ta.miz</i> | clean |
| تمیز شدن | <i>ta.miz sho.dan</i> | to become clean [شو → شدن] |
| تمیز کردن | <i>ta.miz kar.dan</i> | to clean [کن → کردن] |
| خوشحال | <i>khosh.hāl</i> | happy, glad |
| خوشحال شدن | <i>khosh.hāl sho.dan</i> | to become happy [شو → شدن] |
| خوشحال کردن | <i>khosh.hāl kar.dan</i> | to make happy [کن → کردن] |
| گشتن | <i>gash.tan</i> | to turn, stroll (pres. stem: گرد [gard]) |
| برگشتن | <i>bar-gash.tan</i> | to return [گرد → گشتن] |
| نگه داشتن | <i>ne.gah dāsh.tan</i> | to keep [دار → داشتن]
(+ <i>mi-</i> in progressive tenses) |
| دوست داشتن | <i>dust dāsh.tan</i> | to like [دار → داشتن] (no <i>mi-</i> in progressive tenses) |
| برداشتن | <i>bar-dāsh.tan</i> | to pick up [برداشتن → بردار]
(+ <i>mi-</i> in progressive tenses) |
| آب شدن | <i>āb sho.dan</i> | to melt, turn to water [شو → شدن] |
| سیب | <i>sib</i> | apple |
| امتحان | <i>em.te.hān</i> | exam, test (pl. امتحانات, <i>em.te.hā.nān</i>) |
| سخت | <i>sakht</i> | hard |
| سفر | <i>sa.far</i> | travel |
| یخ | <i>yakh</i> | ice |

| | | |
|------|----------------|--|
| بهار | <i>ba.hār</i> | spring |
| کفش | <i>kafsh</i> | shoe |
| عکس | <i>aks</i> | picture; photo |
| سبز | <i>sabz</i> | green |
| چای | <i>chāy</i> | tea (also چائی or چایی, <i>chā'ī</i>) |
| حمام | <i>ham.mām</i> | bath |
| بعد | <i>ba'd</i> | then; after; afterwards, later (<i>adv.</i>); next (<i>adj.</i>) (as in 'next week') |
| مریم | <i>mar.yam</i> | Maryam (= Miriam, Mary) |
| سلام | <i>sa.lām</i> | hello, hi |

Transitive and
intransitive
verbs: فعلهای
متعدی و لازم

* When two pronunciations are given for the stem, the first one – the *official* one – is what you will need for the imperative (*sg.*), the second one is what you need for present tense conjugation.

7.1 Transitive and intransitive verbs:

فعلهای متعدی و لازم

A *transitive* verb always needs at least one object, although sometimes there can be two. When *transitive*, the verb always shows that the subject *does* something to the object. Not every word before the verb in Persian (or after the verb in English) is the *object*, but it is the object if it answers the question *what?* or *whom?*

Examples:

- یک سیب می خورم [*yek sib mi-khoram*]: 'I eat an apple.' I eat *what?* An apple. So سیب is the object.
- یک دختر می بینم [*yek dokhtar mi-binam*]: 'I see a girl.' I see *what?* (or *whom?*) A girl. So دختر is the object.
- But: خانه می روم [*khāne mi-ravam*]: 'I go home.' Here you can't ask: I go *what?* So the verb has no object.
- With some equating verbs, it can sometimes be confusing, such as: یخ آب می شود [*yakh āb mi-shavad*, Ice becomes water]. Here you can still ask: 'Becomes *what?*' But here *ice* does not *do* anything to *water*, this is merely an equation – and the verb شدن is *intransitive*.

A verb that neither has nor needs an object is *intransitive*, like رفتند [*raftand*, they went].

7.2 Direct and indirect objects

An indirect object in Persian is always preceded by a preposition, while a direct object never needs and never has a preposition – so they are more easily recognizable in Persian than in English. (In English you can *give someone something* or *give something to someone*; in Persian it is always the second version and the indirect object is always preceded by a preposition.)

For all the verbs that are transitive in English, their equivalents are also transitive in Persian, but they might occasionally differ in, whether they take a direct or an indirect object.

When both direct and indirect objects are present, the direct one is usually mentioned first.

7.3 The DDO-marker 'را' [rā]

The postposition را [rā], the marker used for a *Definite Direct Object (DDO)* in Persian, needs special attention.

Please note that you always have to use را if all of the following three conditions, for which the abbreviation *DDO* stands, are met:

1. There is an **object** in the sentence (i.e., no را with intransitive verbs).
2. This object is a **direct** object (i.e., no را if the object is preceded by a preposition).
3. This *direct object* is **definite** (i.e., it is a proper noun, a pronoun, a noun modified by demonstrative or superlative adjectives, a noun which is part of a possessive construction, and the like).

Some notes about را :

1. It should always be written separately.
(In formal, written Persian sometimes مرا [marā] is used instead of را.)
2. Good Persian requires that it be placed immediately after the direct object; however, if the object has some other modifiers too (adjectives, possessive suffixes, etc.), را is placed at the end of that cluster of words.

Compare the following sentences and try to find out why some of them need را and some others don't.

امروز به آن خانه می‌روم. (Today I'm going to that house.)

حالا آن خانه را می‌بینم. (Now I see that house.)

آن کتاب روی میز است. (That book is on the table.)

این کتاب را نمی‌خرم. (I don't/won't buy this book.)

قلمی به دختری می‌دهم. (I give/I'm giving a pen to a girl.)

قلمی به آن دختر می‌دهم. (I give/I'm giving a pen to that girl.)

قلم را به آن دختر می‌دهم. (I give/I'm giving the pen to that girl.)

آن قلم را به دختری می‌دهم. (I give/I'm giving that pen to a girl.)

کفش در این اتاق نمی‌بینم. (I don't see [any] shoes in this room.)

کفشها را در این اتاق نمی‌بینم. (I don't see the shoes in this room.)

کفش یک دختر جوان را در این اتاق نمی‌بینم.
(I don't see a young girl's shoes in this room.)

کفشهای سیاهم را در این اتاق نمی‌بینم.
(I don't see my black shoes in this room.)

مدادهای سبز و قرمز برادر کوچکم را به او می‌دهم.
(I'll give/I'm giving my little brother's green and red pens to him.)

7.3.1 Definite and indefinite determiners used together

Sometimes there are cases that are halfway between *definite* and *indefinite*; in such cases using the *را* is often optional, depending on the degree to which the speaker wants to come close to definite. In most of these cases, a descriptive relative clause, whether stated or understood, is involved. If I say *مردی را می‌بینم* [*mardi rā mibinam*, I see some man] – using both *ی* and *را* – then you would normally expect me to continue and give some more information about him, which can be in the form of a relative clause.

7.4 Compound verbs in the present tense

Nouns, adjectives and adverbs, as well as some prepositions used as prefixes, can be combined with simple verbs to make *compound verbs*, sometimes called *phrasal verbs* or *multi-word verbs*.

Note:

What we mean by *compound verb* here is not a combination of several verbs (i.e., a main verb + one or more auxiliaries), but rather just *one* verb combined with or prefixed by some other word which is not a verb.

Therefore, when conjugating a compound verb in the present tense, the *mi-* (or, in the negative, *nemi-*) prefix should be added to the verbal part of the compound, i.e., to the verb – which means that the prefix *mi-/nemi-* always comes in the middle, between the verbal and non-verbal parts of the compound.

Table 7.1: A compound verb in present and present progressive tenses:
برگشتن [*bar-gashtan*, to return]; present stem برگرد [*bar-gard*]

| Present / Present progressive tense | | Present progressive tense | |
|---|---|--|------------------|
| affirmative | negative | affirmative | negative |
| برمی گردم
<i>bar-mi-gardam</i>
I return /
I am returning | برنمی گردم
<i>bar-nemi-gardam</i>
I don't return /
I am not returning | دارم برمی گردم
<i>dāram bar-mi-gardam</i>
I am returning | [No
negative] |
| برمی گردی
<i>bar-mi-gardi</i>
you (sg.) return /
you are returning | برنمی گردی
<i>bar-nemi-gardi</i>
you don't return /
you are not returning | داری برمی گردی
<i>dāri bar-mi-gardi</i>
you are returning | [No
negative] |
| برمی گردد
<i>bar-mi-gardad</i>
he returns /
he is returning | برنمی گردد
<i>bar-nemi-gardad</i>
he doesn't return /
he is not returning | دارد برمی گردد
<i>dārad bar-mi-gardad</i>
he is returning | [No
negative] |
| برمی گردیم
<i>bar-mi-gardim</i>
we return /
we are returning | برنمی گردیم
<i>bar-nemi-gardim</i>
we don't return /
we are not returning | داریم برمی گردیم
<i>dārim bar-mi-gardim</i>
we are returning | [No
negative] |
| برمی گردید
<i>bar-mi-gardid</i>
you (pl.) return /
you are returning | برنمی گردید
<i>bar-nemi-gardid</i>
you don't return /
you are not returning | دارید برمی گردید
<i>dārid bar-mi-gardid</i>
you are returning | [No
negative] |
| برمی گردند
<i>bar-mi-gardand</i>
they return /
they are returning | برنمی گردند
<i>bar-nemi-gardand</i>
they don't return /
they are not returning | دارند برمی گردند
<i>dārand bar-mi-gardand</i>
they are returning | [No
negative] |

7.4.1 Compound verbs with داشتن [dāshtan]

In the same way that we do not use the prefix *mi-* for داشتن [dāshtan, to have] as a simple verb, we do not usually use *mi-* for compounds with داشتن if in that compound داشتن retains the base meaning ('to have') in some way; otherwise, it will be treated like normal compound verbs and *mi-* will be used before the verbal part.

Examples of compounds without *mi-*:

دوست دارم [dust dāshtan, to like]: من چای دوست دارم [man chāy dust dāram, I like tea]. (Note: In poetical language only, this compound also can take *mi-* in conjugation.)

خطر داشتن [khatar dāshtan, to be dangerous, lit., to have danger]: این خطر ندارد [in khatar nadārad, It's not dangerous, or There's no danger in this].

Examples of compounds with *mi-*:

برداشتن [bar-dāshtan, to pick up]: او کتابش را برمی دارد [u ketāsh rā bar mi-dārad, He picks up/is picking up his book].

نگه داشتن [negah dāshtan, to keep]: آیا آن را نگه نمی داری؟ [āyā ān rā negah nemi-dāri?, Don't you/Aren't you going to keep that?].

Exercises

Exercise 7.1

Read the following brief message and

- find out where and after what word in this text you have to add را (without which the sentence[s] would be wrong),
- translate the whole text into English.

سلام مریم، امروز به کتابخانه نمی آیم، الآن دارم به خانه برمی گردم. بعد به حمام می روم و یک غذائی می خورم. بعد تکالیفم می نویسم. امشب آن فیلم ایرانی نگاه می کنم. فردا با تو در باره آن در کلاس حرف می زنم.

Exercise 7.2

Change the following sentences to negative, then translate.

- آیا پسرستان دارد رادیو را روشن می کند؟
- او الآن دارد کفشهای سیاهش را تمیز می کند.

۳. ما از تکلیفهای معلممان خیلی خوشحال می شویم.
۴. آیا به امتحان سخت فردا فکر می کنید؟
۵. ما امتحانهای سخت را خیلی دوست داریم.
۶. با پدرم درباره سفرش به ایران حرف می زنم.
۷. کتاب را بر می دارد و به آن نگاه می کند.
۸. هر روز صبح به آنجا می روم و شب برمی گردم.
۹. آنها الآن دارند یک فیلم شاد نگاه می کنند.
۱۰. شما این فیلم را با من نگاه می کنید؟

Exercise 7.3

These are some of the sentences you read before (see 7.3); here the *direct objects* have been underlined, and *را* shows that they are *definite* too. How do we know in each sentence that the *direct object* is *definite*? Explain.

1. حالا آن خانه را می بینم.
2. این کتاب را نمی خرم.
3. قلم را به آن دختر می دهم.
4. آن قلم را به دختری می دهم.
5. کفشها را در این اتاق نمی بینم.
6. کفش یک دختر جوان را در این اتاق نمی بینم.
7. کفشهای سیاهم را در این اتاق نمی بینم.
8. مدادهای سبز و قرمز برادر کوچکم را به او می دهم.

Exercise 7.4

Translate into English.

۱. کتابی درباره شهرهای قدیمی ایران می خوانم.
۲. کتاب "شهرهای قدیمی ایران" را می خوانم.
۳. درباره کتاب "شهرهای قدیمی ایران" می خوانم.
۴. دارم فیلمی مشهور را نگاه می کنم.
۵. در این عکس دختر افغانی کوچکی را می بینم.
۶. هر روز یک سیب قرمز می خورم.
۷. فردا سیب روی میز را می خورم.

۸. پرنده‌ای روی درخت می‌بینم.
 ۹. پرندۀ روی درخت را می‌بینم.
 ۱۰. دارد نامه‌ای برای استادش می‌نویسد.

Exercise 7.5

Change the sentences in Exercise 7.4 to negative.

Exercise 7.6

Translate into Persian.

1. Iranians don't like green tea.
2. I am taking/picking up the black pen.
3. I'll keep my friend's book for her.
4. She doesn't like rainy days.
5. This tree has no danger for children.
6. I see two houses.
7. I don't see your house.
8. Is your friend buying a house?
9. No, he's not buying that house.
10. We like our school.

IDIOMS – PROVERBS – APHORISMS – POEMS

با یک گل بهار نمی‌شود.

A single flower doesn't make it spring.

(Lit., 'It doesn't become spring with [just] one flower.')

جوانی بر نمی‌گردد.

The [time of] youth doesn't come back.

UNIT EIGHT

Comparison of
adjectives

Adjectives as nouns

Question words

Telling the time

Some distributives /
quantifiers

'Double negative'

فصل ۸

مقایسه صفات

صفت به عنوان اسم

کلمات پرسشی

(ادات استفهام)

گفتن ساعت

صفات و ضمائر کمی

نفی مضاعف

New words in this unit

| | | |
|-------------|----------------------------|--|
| مقایسه | <i>mo.ghā.ye.se</i> | comparison |
| صفتِ تفضیلی | <i>se.fa.t-e taf.zi.li</i> | comparative adjective |
| از | <i>az</i> | than; from; of |
| صفتِ عالی | <i>se.fa.t-e ā.li</i> | superlative adjective |
| کلمه | <i>ka.la.me</i> | word (pl. کلمات, <i>ka.la.māt</i>) |
| پرسش | <i>por.sesh</i> | question |
| پرسشی | <i>por.se.shi</i> | interrogative |
| کمی | <i>kam.mi</i> | quantitative |
| نفی | <i>nafy</i> | negation (y in transcription is a consonant) |
| مضاعف | <i>mo.zā.'af</i> | double |
| به عنوان | <i>be on.vā.n-e</i> | as |
| تا | <i>ā</i> | until |
| سال | <i>sāl</i> | year |
| ماه | <i>māh</i> | month; moon |

| | | |
|------------|---------------------|----------------------------|
| هفته | <i>hafte</i> | week |
| دقیقه | <i>da.ghi.ghe</i> | minute |
| ثانیه | <i>sā.ni.ye</i> | second |
| ربع | <i>rob'</i> | a quarter |
| نیم | <i>nim</i> | half (use for hours) |
| نیمه | <i>ni.me</i> | half |
| دیروز | <i>di.ruz</i> | yesterday |
| پریروز | <i>pa.ri.ruz</i> | the day before yesterday |
| پس فردا | <i>pas far.dā</i> | the day after tomorrow |
| بعد از | <i>ba'd az</i> | after (<i>prep.</i>) |
| ظهر | <i>zohr</i> | noon |
| بعد از ظهر | <i>ba'd az zohr</i> | afternoon |
| هنگام | <i>hen.gām/han-</i> | time |
| زمان | <i>za.mān</i> | time |
| موقع | <i>mow.ghe'</i> | time |
| همیشه | <i>ha.mi.she</i> | always |
| هیچ | <i>hich</i> | none; nothing; at all |
| هیچوقت | <i>hich-vaght</i> | never |
| هرگز | <i>har.gez</i> | never (<i>form.</i>) |
| همه | <i>ha.me</i> | all |
| هرچه | <i>har-che</i> | whatever; however much |
| کس | <i>kas</i> | person |
| زیاد | <i>zi.yād</i> | much, a lot |
| بیش | <i>bish</i> | more (<i>lit./wrt.</i>) |
| بیشتر | <i>bish.tar</i> | more |
| بیشتر | <i>bish.ta.r-e</i> | most of |
| بیش از | <i>bish az</i> | more than (<i>form.</i>) |
| کم | <i>kam</i> | little; few |
| کمی | <i>kā.mi</i> | a little; a few |
| کمتر | <i>kam.tar</i> | less; fewer; less often |

| | | |
|-------------|--------------------------|--|
| بهتر | <i>beh.tar</i> | better |
| بردن | <i>bor.dan</i> | to take [away], to carry
(pres. stem: بَر, <i>bar</i>) |
| خواستن | <i>khās.tan</i> | to want (pres. stem: خواه, <i>khāh</i>) |
| درس خواندن | <i>dars khān.dan</i> | to study (<i>intr.</i>) [خوان → خواندن] |
| امتحان دادن | <i>em.te.hān dā.dan</i> | to take a test [دِه → دادن] |
| زندگی کردن | <i>zen.de.gi kar.dan</i> | to live [کن → کردن] |
| نویسنده | <i>ne.vi.san.de</i> | writer |
| فروشنده | <i>fo.ru.shan.de</i> | seller; cashier |
| احمق | <i>ah.magħ</i> | stupid (<i>adj.</i>); stupid person (<i>n.</i>) |
| مریض | <i>ma.riz</i> | sick (<i>adj.</i>); sick person, patient (<i>n.</i>) |
| خارجی | <i>khā.re.ji</i> | foreign (<i>adj.</i>); foreigner (<i>n.</i>) |
| توریست | <i>tu.rist</i> | tourist |
| گرامر | <i>ge.rā.mer</i> | grammar |
| حیاط | <i>ha.yāt</i> | yard |
| زمستان | <i>ze.mes.tān</i> | winter |
| هوا | <i>ha.vā</i> | weather; air |
| لباس | <i>le.bās</i> | clothes (in general); dress |
| چلو | <i>che.low</i> | cooked rice |
| کباب | <i>ka.bāb</i> | kabab or kebab, a grilled meat dish |
| چلوکباب | <i>che.low-ka.bāb</i> | a Persian dish |
| آش | <i>āsh</i> | varieties of Persian thick soup |
| ماست | <i>māst</i> | yoghurt |
| بقال | <i>bagħ.ghāl</i> | grocer |
| نوشیدنی | <i>nu.shi.da.ni</i> | drink |
| دوست داشتنی | <i>dust-dāsh.ta.ni</i> | adorable, lovely |
| دیدنی | <i>dī.da.ni</i> | worth seeing; spectacular |
| خوشمزه | <i>khosh-ma.ze</i> | delicious, tasty |
| تلخ | <i>talkh</i> | bitter |

| | | |
|-------|----------------|---------------------|
| شیرین | <i>shi.rin</i> | sweet |
| ترش | <i>torsh</i> | sour |
| داغ | <i>dāgh</i> | hot (antonym: cold) |
| گران | <i>ge.rān</i> | expensive |
| آسان | <i>ā.sān</i> | easy |
| راحت | <i>rā.hat</i> | comfortable; easy |
| خسته | <i>khas.te</i> | tired |
| پیر | <i>pīr</i> | old (for animates) |
| مهم | <i>mo.hemm</i> | important |
| بلند | <i>bo.land</i> | high, tall; loud |
| پری | <i>pa.ri</i> | Pari (girl's name) |

For a list of question words, see 8.3.

For days of the week, see 8.4.1.

For a list of distributives, quantifiers and some more negative words, see 8.6.

8.1 Comparison of adjectives

Persian uses the suffixes *-tar* and *-tarin* to form comparative and superlative adjectives (or adverbs) respectively. These suffixes are usually written joined (see 8.1.3 for exceptions).

8.1.1 Comparative

For the comparative, add the suffix *تر [-tar]* to the adjective and use the preposition *از [az]*, here meaning 'than' before the second part of the comparison (if it is mentioned). The comparative adjective can be placed either before or after *az* + its object. Examples:

این اتاق روشن است. [*in otāgh rowshan ast*, This room is bright].

این اتاق خیلی روشنتر است.
This room is much brighter]. [*in otāgh kheyli rowshan-tar ast*,

این اتاق از آن اتاق روشنتر است.
This room is brighter than that room], or:

این اتاق روشنتر از آن اتاق است.
This room is brighter than that room]. [*in otāgh rowshan-tar az ān otāgh ast*,

More examples with definite/indefinite markers, possessive suffixes, and/or *ezāfe*:

آیا به شهرِ بزرگتری می‌روید؟ (Are you going to a larger city?)

برادرِ جوانترِ پروین امروز مریض است. (Parvin's younger brother is sick today.)

بچه‌هایِ کوچکترشان به مدرسه می‌روند. (Their smaller/younger children go/are going to school.)

آیا لباسِ گرمتری نمی‌خواهید؟ (Don't you want warmer clothes?)

هوایِ سردتر از این را دوست ندارم. (I don't like weather colder than this.)

آن خانه‌هایِ بلندتر را می‌بینید؟ (Do you see those taller houses/buildings?)

8.1.2 Superlative

For the superlative, add the suffix *-tarin* to the adjective. Whereas the comparative was treated like a normal adjective – following the noun and using the connector *ezāfe* – the superlative precedes the noun and needs no *ezāfe*. (Adjectives preceding nouns never need *ezāfe*. By the way, it's good to remember the *-omin* type of ordinal numbers here [3.3 (A)], which are also placed before the noun.) Examples:

این آسانترین درس است. (This is the easiest lesson.)

گرانترین خانه مال اوست. (The most expensive house belongs to him.)

کوچکترین پسرَم در ایران است. (My youngest son is in Iran.)

دارید با مهمترین شاعر این شهر حرف می‌زنید. (You are talking to the most important poet of this city.)

Another variant of the superlative:

COMPARATIVE + همه = SUPERLATIVE

Another variant of the *superlative* is a *comparative* that uses *از همه* (*az hame*, than all [others]) as the second part of the comparison. *از همه* can be placed before or after the comparative. Example:

(این باغ زیباتر از همه است or) این باغ از همه زیباترست

(both meaning "This garden is more beautiful than all [others]')

= این زیباترین باغ است (This is the most beautiful garden)

8.1.3 'Better/best' and 'more/most'; 'most of'; joining -tar and -tarin suffixes

The words خوب [*khub*, good] and زیاد [*ziyād*, much, or a lot] have their regular comparative and superlative forms, but also an irregular version which is more common:

Table 8.1: 'Better/best' and 'more/most'

| Simple | Comparative | Superlative |
|---------------------------|---|---|
| GOOD
خوب <i>khub</i> | BETTER
بهتر <i>behtar</i>
OR خوبتر <i>khubtar</i> | BEST
بهترین <i>behtarin</i>
OR خوبترین <i>kubtarin</i> |
| MUCH
زیاد <i>ziyād</i> | MORE
بیشتر <i>bishtar</i>
OR زیادتر <i>ziyādtar</i> | MOST
بیشترین <i>bishtarin</i>
OR زیادترین <i>ziyādtarin</i> |

'Most of' is usually بیشتر [*bishtar-e*], although in formal/written Persian بیشترین [*bishtarin-e*] is also common:

بیشتر روزها در خانه است و به دانشگاه نمی‌رود
(Most of the days he is at home and does not go to the university.)

In بهتر / بهترین and بیشتر / بیشترین, the suffixes are always written joined. As for other adjectives, despite a growing tendency to write -tar and -tarin separately, these are still joined most of the time. They have to be written separately, though, after the adjectives ending in silent *hé*, and also those that already end in the letter ت [*t*]:

خسته ترین, خسته تر [*khaste*, tired]
سخت ترین, سخت تر [*sakht*, hard]

Wherever it helps the clarity and ease in reading, the suffixes are written separately, as is the case with longer compound adjectives:

خوش‌قلب ترین, خوش‌قلب تر [*khosh-ghalb*, kind-hearted]
دوست‌داشتنی ترین, دوست‌داشتنی تر [*dust-dāshṭani*, adorable]

On the whole, it is preferable to write the suffixes separately if the adjective ends in ی:

قدیمی ترین, قدیمی تر [*ghadimi*, old]

8.2 Adjectives as plural nouns

Adjectives can sometimes function as nouns, as the subject or object of verbs:

زندگی تلخ و شیرین دارد (Life has bitter and sweet [sides].)

من آبی را خیلی دوست دارم (I like [the color] blue a lot.)

By adding plural suffixes, however, any adjective will become a plural noun. All that we learned about the plural *-ha* and *-ān* suffixes and their differences would apply here also.

Examples:

زیباها و زشتها (or, more formal – and for animates only – :
(زشتان و زیبایان): 'the ugly and the beautiful'.

بزرگها را می بینم ولی کوچکها را نمی بینم (I see the bigger ones, but
not the smaller ones.)

احمقها را به اتاقم نمی برم (I don't/won't take the stupid ones to my room.)

برای زرنگترها این درس آسان است (For the smarter ones, this lesson
is easy.)

خوشمزه ترینها را برای شما می آورم (I ['ll] bring you the most
delicious ones.)

8.3 Question words

You know that you can always use آیا [*āyā*, see 4.4] at the beginning of 'yes/no' questions, or drop it (in which case the intonation will be enough to show that it is a question). *Āyā* may still be used with question words too, although it is not needed and is usually left out.

The following are the most common question words in Persian.

Which? = کدام [*ko.dām*].

What? = چه [*che*] (usually *form.*) or چی [*chi*] (*col.*).

Who? = کی [*ki*], or چه کسی [*che kasi*, *lit.*, what person].

When? = کی [*key*], or چه وقت [*che vaght*, *lit.*, what time], also
چه وقتی [*che vaghti*], or any combination of چه with words
meaning 'time' (موقع [*mowghe*], زمان [*zamān*], هنگام [*hangām*]).

Where? = کجا [*ko.jā*] (sometimes preceded by the preposition
در [*dar*, in] or other prepositions).

Why? = چرا [che.rā] (stress on first syllable), or برای چه [barāye che, lit., what for].

Whose? = مال کی [mā.l-e kī] if 'whose' is used as a pronoun; if it is an interrogative adjective followed by a noun, simply replace مال by that noun – and do not forget the connecting ezāfe!

How? = چگونه [che-towr, lit., in what way], or (more formal) چگونه [che-gune].

How much? = چقدر [che-ghadr, lit., what amount].

How many? = چند (تا) [chand (tā)], or again چقدر as in 'how much'.

How many times? = چند بار [chand bār] (or, almost as common: چند دفعه [chand daf'e], or چند مرتبه [chand mar.te.be]).

How long? = چند وقت [chand vaght].

Persian additionally has a question word for ordinal numbers (similar to *wievielte?* in German), which does not have an English equivalent. If you use 'how many' for asking about the number 10, how would you ask about the ordinal number 10th? There is no 'How manieth?' in English, but Persian simply changes چند to its ordinal form by adding the ordinal suffixes: چندم [chandom] and چندمین [chandomin].

Some usage notes:

1. Questions do not require any auxiliary verb or inversion in Persian, whether a question word is used or not, and the word order remains the same.
2. Regarding چند and تا: Generally using تا makes it more colloquial; when چند is a pronoun you have to use تا after it, but don't use it when count words and measure words are present (as for telling the time). See 3.4.
3. Nouns following چه ('what') are indefinite and would usually need the indefinite marker, but nouns following کدام ('which') are definite and if they are the direct object also, they would always need 'را'; compare:

[آیا] چه کتابی می‌خوانی؟ (What book are you reading?);

[آیا] کدام کتاب را می‌خوانی؟ (Which book are you reading?)

4. There is a lot of freedom in word order in Persian, and this is true of the position of the question words also. Question words do not have to be at the beginning of the sentence as in English. The best position for any question word is where you would expect the word that answers it

to be. Consider the following sentence and where each question word is placed in the questions that follow:

فردا مینا کتاب دوستش را به مدرسه می برد

Tomorrow Mina is taking her friend's book to school

Question about *tomorrow* (When ...?):

کی مینا کتاب دوستش را به مدرسه می برد؟

Question about *Mina* (Who ...?):

فردا چه کسی کتاب دوستش را به مدرسه می برد؟

Question about *[her friend's] book* (What ...?):

فردا مینا چی به مدرسه می برد؟

Question about *her friend* (Whose ...?):

فردا مینا کتاب چه کسی را به مدرسه می برد؟

Question about *her friend's [book]* (Which book ...?):

فردا مینا کدام کتاب را به مدرسه می برد؟

Question about *school* (Where ...?):

فردا مینا کتاب دوستش را به کجا می برد؟

Question about *what she will be doing* (What is she doing ...?):

فردا مینا چه می کند؟

Question about *what she will be doing with the book*

(What is she doing with ...?):

فردا مینا کتاب دوستش را چه می کند؟

5. To ask a question about what someone is doing, we can use چه ('what') + کردن ('to do') as in the last two examples, or we can use چکار (che-kār), also written کردن + چه کار:

شما امروز چکار می کنید؟ or شما امروز چه می کنید؟

(Both meaning: 'What are you doing today?')

6. There are two very common contractions of چی ('what') and کی ('who') + است ('to be', 3rd sg.): چيست [chist] and کیست [kist], usually placed at the end of the sentence (because of the verb). Later we will learn their colloquial versions, چیه [chi-ye] and کیه [ki-ye]. Thus, کی در اتاق کیست؟ (Who is in the room?) is even more common than کیست؟

8.4 Telling the time

The word ساعت [sā'at] in Persian means a *watch* (or *clock*), an *hour*, or the expression *o'clock* used when telling the time. The *hour*, ساعت

follows numbers, but *o'clock*, ساعت precedes numbers and needs the connector *ezāfe*. Examples:

یک ساعت [yek sā'at, one hour], پنج ساعت [panj sā'at, five hours]
 یک ساعت [sā'at-e yek, one o'clock], ساعت پنج [sā'at-e panj, five o'clock]

In both cases, the word چند [chand] replaces the numbers to make questions:

چند ساعت؟ [chand sā'at?, How many hours?]

ساعت چند؟ [sā'at-e chand?, At what time? – lit., What o'clock?]

Two important words for telling the time are ربع [rob', a quarter] and نیم [nim, half].

Two others are دقیقه [daghighe, minute] and ثانیه [sāniye, second].

The times of day are صبح [sobh, morning, or A.M.], ظهر [zohr, noon], بعدازظهر [ba'd-az-zohr, afternoon, or P.M.], شب [shab, night], نیمشب [nim-shab] or نیمه شب [nime-shab, midnight].

When it is past the half-hour, in Persian it is more common to say how much remains *to* (به [be]) the next hour (and ساعت is often dropped), although that is not the only option.

As an example, for the time between 6:00 and 7:00, the following expressions are used:

Table 8.2: The time from 6 to 7 o'clock

| ساعت شش
six o'clock | |
|---|--|
| پنج دقیقه به هفت
five to seven, or 6:55 | (ساعت) شش و پنج دقیقه
five past six, or 6:05 |
| یک ربع به هفت
a quarter to 7, or 6:45 | (ساعت) شش و ربع
a quarter past 6, or 6:15 |
| بیست و هفت دقیقه به هفت
twenty-seven minutes to 7, or 6:33 | (ساعت) شش و بیست و هفت دقیقه
twenty-seven minutes past 6, or 6:27 |
| (ساعت) شش و نیم
half past six, or 6:30 | |

More examples:

امروز چند ساعت درس می‌خوانی؟ (How many hours are you going to study today?)

امروز تا ساعت چند درس می‌خوانی؟ (Till what time are you going to study today?)

او همیشه ساعت پنج و چهارده دقیقه و سی ثانیه می‌رسد. (He always arrives at 5:14:30.)

8.4.1 Times of day; days of the week

For different times of 'today', Persian repeats the word امروز [*emruz*, today] instead of using 'this'. The name of the day (e.g., yesterday, today, tomorrow, Monday, etc.) usually comes before the time of the day (morning, noon, etc.) without any *ezāfe*, but can also follow it (less common) and would then need an *ezāfe*:

Table 8.3: The times of day

| | YESTERDAY
<i>diruz</i> دیروز | TODAY
<i>emruz</i> امروز | TOMORROW
<i>fardā</i> فردا |
|--|--|--|--|
| MORNING
<i>sobh</i> صبح | دیروز صبح
<i>diruz sobh</i>
or
صبح دیروز
<i>sobh-e diruz</i> | امروز صبح
<i>emruz sobh</i>
or
صبح امروز
<i>sobh-e emruz</i> | <i>fardā sobh</i> فردا صبح
or
<i>sobh-e fardā</i> صبح فردا |
| NOON
<i>zohr</i> ظهر | دیروز ظهر
<i>diruz zohr</i>
or
ظهر دیروز
<i>zohr-e diruz</i> | امروز ظهر
<i>emruz zohr</i>
or
ظهر امروز
<i>zohr-e emruz</i> | <i>fardā zohr</i> فردا ظهر
or
<i>zohr-e fardā</i> ظهر فردا |
| AFTERNOON
بعد از ظهر
<i>ba'd az zohr</i> | دیروز بعد از ظهر
<i>diruz ba'd az zohr</i>
or
بعد از ظهر دیروز
<i>ba'd az zohr-e diruz</i> | امروز بعد از ظهر
<i>emruz ba'd az zohr</i>
or
بعد از ظهر امروز
<i>ba'd az zohr-e emruz</i> | فردا بعد از ظهر
<i>fardā ba'd az zohr</i>
or
بعد از ظهر فردا
<i>ba'd az zohr-e fardā</i> |
| NIGHT
شب <i>shab</i> | دیشب <i>dishab</i> | امشب <i>emshab</i> | <i>fardā shab</i> فردا شب |

The same would apply to the days of the week (like Monday) or to the days before yesterday or after tomorrow: *پریروز* [*pariruz*, the day before yesterday], *پس فردا* [*pas-fardā*, the day after tomorrow].

The days of the week in Persian start with Saturday, and Friday is a holiday. Five of them start with numbers 1 to 5. Here are their names:

شنبه [*shan.be*, Saturday]

یکشنبه [*yek.shan.be*, Sunday]

دوشنبه [*do.shan.be*, Monday]

سه شنبه [*se.shan.be*, Tuesday]

چهارشنبه [*cha.hār.shan.be*, Wednesday]

پنجشنبه [*panj.shan.be*, Thursday]

جمعه [*jom.'e*, Friday]

Though written as *شنبه* with the letter ن [n], the more common pronunciation is *shambe* instead of *shanbe*.

The use of numbers at the beginning of most of the days allows you to use *چند* ('how many?'; pronounced unstressed) to ask about them:

امروز چند شنبه است؟ = 'What day of the week is today?'
(Main stress on *-bē*.)

Compare with: هر ماه چند شنبه دارد؟ (with main stress this time on *چند*)
= 'How many Saturdays are there in a month?'

8.5 Age

You can mention – or ask about – a person's age in different ways.

1. *X years* (or *chand sāl* in questions) + possessive suffixes + verb *to be* (always 3rd person singular, because the grammatical subject in this construction is always *sāl*, 'year', while the possessive suffix shows whose age we are talking or asking about):

مینا بیست سالش است [*minā bist sālāsh ast*, Mina is 20 years old.]

چند سالت است؟ [*chand sālāt ast?*, How old are you?]

فکر می‌کنی (من) چند سالم است؟ [*fekr mikoni (man) chand sālām ast?*, How old do you think I am?]

2. *X years* (or *chand sāl* in questions) + verb *to have*:

من سی سال دارم [*man si sāl dāram*, I am 30 – *lit.*, I have 30 years.]

شما چند سال دارید؟ [*shomā chand sāl dārid?*, How old are you?]

3. *X ساله* [*sāle*] (or *chand sāle* in questions) + verb *to be*:

پری هفده ساله است [*pari hefdah-sāle ast*, Pari is 17. – *lit.*, Pari is a 17-year old.]

شما چند ساله اید؟ [*shomā chand sāle id?*, How old are you?]

The last option (with *ساله*) can be used like an adjective:

یک پسر دو ساله [*yek pesar-e do sāle*, a two-year-old boy].

By adding a stressed *ی* [-i] to *ساله* (which would require the glide *گ* also) we can mention the *age*:

او در هفده سالگی به تهران می‌رود [*u dar hefdah sālegi be tehrān mi-ravad*, He goes/will go to Tehran at the age of 17.].

8.6 Some distributives and quantifiers; 'double negative'

هر [*har*, 'every' or 'each' as *adj.*; never *pr.*].

1. Used with singular nouns (with or without indefinite *-i*); the verb is also singular:

هر اتاق/اتاقی دو پنجره دارد (Each room has 2 windows.)

این را در هر خانه‌ای می‌بینید (You see this in every house.)

2. Used with expressions of time to make frequency adverbs (no *-i*):

هر روز (every day), هر سال (every year), هر بار (each time), etc.

3. Used with numbers:

هر سه (both), هر سه (all three [of them]), etc.

4. Used for compounds like: هر کسی / هر کس (anyone or, everyone), هر چیزی (anything or, everything) ...

[*har yek (az)*] or [*har kodām (az)*]: 'each / either one (of)' – the verb is often plural, especially when there is no *از* and a plural subject has been mentioned. Compare:

هر کدام در یک اتاق است/ هستند (Each/Either one is in a [separate] room.)

این پسرها هر کدام هشت سال دارند (These boys are each 8 years old.)

هر کدام از این پسرها هشت سال دارند/ دارد (Each one of these boys is 8 years old.)

Some distributives and quantifiers; 'double negative'

همه [*hame*, all], همه [*hame-ye*, all of]:

بچه‌ها همه در حیاط هستند (The kids are all in the yard.)

همه بچه‌ها در حیاط هستند (All of the kids are in the yard.)

Some compounds with singular nouns (no *ezāfe* or glide needed): همه کس (everyone, all the people), همه جا (everywhere), همه چیز (everything). If used with *ezāfe*, these will no longer be compounds, and you will need a plural noun: همه چیزها (all of the things), and so on.

هیچ [*hich*, no, none, nothing, not any, at all ...]. This negative word, which is either used alone or used to make several other negative compounds, requires a negative verb – so do some other negative words in Persian. In interrogative sentences, the verb can be either affirmative or negative. Examples:

من هیچ پرنده‌ای نمی‌بینم (I don't see any bird[s] / I see no birds.)

تو هیچ نمی‌دانی (You know nothing / You don't know anything.)

هیچ می‌دانی او کجاست؟ (Do you know at all [= have any idea] where he is?)

هیچ نمی‌دانی او کجاست؟ (Don't you know at all where he is?)

[*hich-kodām (az)*] or [*hich-yek (az)*]: 'none (of)' – these are the negative versions of the above-mentioned (از) هر یک or (از) هر کدام – of course, with a negative verb, and a plural verb permissible even for singular:

هیچکدام ارزان نیست/ نیستند (None of them/Neither one is cheap.)

این قلمها هیچکدام مال شما نیستند (None of these pens is yours.)

هیچکدام از این قلمها مال شما نیستند/ نیست (None of these pens is yours.)

Some other compounds with هیچ, all requiring a negative verb (though not always when interrogative):

هیچکس [*hich-kas*, no one, nobody]

هیچ چیز [*hich-chiz*, nothing]

هیچوقت [*hich-vaght*, never] (or, more formal: هیچگاه [*hich-gāh*, *hargez*])

هیچجا [*hich-kojā*] or هیچ جا [*hich-jā*, nowhere]

هیچگونه [*hich-gu.ne*, in no way or, no ... whatsoever]

به هیچ وجه [*be hich vajh*, by no means, not at all] – also: اصلاً [*aslan*]

Exercises

Exercise 8.1

Write the comparative form of the following adjectives.

Example: بزرگتر → بزرگ

۱. زیبا ۲. زشت ۳. خوب ۴. دیدنی ۵. زرنگ ۶. قدیمی ۷. سیاه ۸. خسته
۹. خوشحال ۱۰. جوان

Exercise 8.2

Change the following simple adjectives to the comparative form and connect them to the nouns while adding the indefinite *-i* marker (both formal and colloquial versions), then translate them.

Example: گلی زیباتر / گل زیباتری → گل + زیبا (a more beautiful flower)

۱. دانشجو + زرنگ ۲. بچه + کوچک ۳. خانه + قدیمی ۴. درختان + زیبا +
- سبز ۵. استادان + جوان ۶. شهرها + دیدنی ۷. مادران + شاد ۸. آسمان + آبی
- + روشن ۹. قلم + خوب + ارزان ۱۰. اتاق + بزرگ + راحت.

Exercise 8.3

Change to superlative, then translate.

Example: راحت‌ترین صندلی → صندلی راحت (the most comfortable chair)

۱. درسِ سخت ۲. غذایِ خوشمزه ۳. تکالیفِ زیاد ۴. تابستانِ گرم ۵. فیلمِ خوب
۶. کتابخانهٔ مهم ۷. ماستِ ترش ۸. شهرِ قدیمی ۹. امتحانِ آسان ۱۰. نویسندهٔ مشهور.

Exercise 8.4

Choose the correct form, then translate.

Example: پروین از همهٔ دخترها (زیباتر / زیباترین) است
→ زیباتر (Parvin is the most beautiful of the girls.)

۱. این یکی از (گرمتر / گرمترین) روزهای تابستان است.
۲. آیا اتفاقی (ارزانتر / ارزانترین) از این در هتل ندارید؟
۳. (راحت‌تر / راحت‌ترین) صندلی را نمی‌بینم.
۴. این رستوران از همهٔ رستورانهای ایرانی (گرانتر / گرانترین) است.
۵. توریستهای خارجی شهر اصفهان را (بیشتر / بیشترین) می‌بینند.
۶. کی (زیباتر / زیباترین) قلمش را به من می‌دهد؟
۷. چرا در باغ یک سیب (قرمزتر / قرمزترین) نمی‌بینیم؟
۸. چلوکباب (خوشمزه‌تر / خوشمزه‌ترین) غذای ایرانی نیست.
۹. دانشجویان درس فارسی این استاد را (بیشتر / بیشترین) از همه دوست دارند.
۱۰. آیا او به آنها (کمتر / کمترین) تکلیف می‌دهد؟

Exercise 8.5

Ask questions about the underlined words (re-write the sentences) and translate them.

Example: او کی می‌آید؟ → او فردا می‌آید (When does he/she come?)

۱. هر زندگی‌ای خوبیها و بدیهائی دارد.
۲. زرنگترها از ساعت یک ربع به هشت در کلاس هستند.
۳. دوشنبه‌ها پروین کوچکترین خواهرش را به کودکستان می‌برد.
۴. برای امتحان دو ساعت وقت می‌دهند.
۵. در روز ششم به یک پارک زیبا می‌رویم.
۶. برادرم درس تاریخ ایران را دوست ندارد.
۷. من همهٔ کتابهای شما را می‌خوانم.

۸. این پرنده همیشه روی آن درخت است.

۹. شما با آن دختر درس می‌خوانید.

۱۰. پدرم شصت و سه سال دارد.

Exercise 8.6

Translate the following sentences.

۱. جوانترها خیلی کم در خانه با پیرها حرف می‌زنند.
۲. من بیست و شش ساله‌ام و پنج سال از برادرم بزرگترم؛ تو چند سال داری؟
۳. این نویسنده درباره هر چیزی می‌نویسد و ما نمی‌دانیم کتابش درباره چیست.
۴. آیا آلمانی می‌دانید؟ نه، اصلاً. هیچکدام از ما آلمانی حرف نمی‌زنیم.
۵. هرگز در زمستان نوشیدنی با یخ نمی‌خورم. چای داغ شیرین بهترین چیز است.
۶. آیا فردا بعد از ظهر کجا و تا ساعت چند درس می‌خوانی؟
۷. این هفته چه کسی به گلها آب می‌دهد؟
۸. به حرف فروشندوها زیاد گوش نکن؛ هیچ بقالی نمی‌گوید ماست من ترش است.
۹. در این دانشگاه هیچگونه کلاسی برای تاریخ ایران نیست.
۱۰. هیچیک از برادرهایش نمی‌داند او چگونه در یک شهر گران زندگی می‌کند.

IDIOMS - PROVERBS - APHORISMS - POEMS

هیچ بقالی نمی‌گوید ماست من ترش است

No grocer would say his yoghurt is sour.

هرچه زودتر، بهتر

The sooner, the better.

UNIT NINE

Imperative

فصل ۹

امر

New words in this unit

| | | |
|-----------------|-----------------------------------|---|
| امر | <i>amr</i> | imperative (gr.) |
| گذاشتن | <i>go.zāsh.tan</i> | to put; to leave behind; to let
(pres. stem: گذار [<i>go.zār</i>]) |
| ماندن | <i>mān.dan</i> | to stay, to remain (pres. stem:
مان [<i>mān</i>]) |
| افتادن | <i>of.tā.dan</i> | to fall (pres. stem: افت [<i>oft</i>]) |
| ایستادن | <i>is.tā.dan</i> | to stand; to stop/pause (pres.
stem: ایست [<i>ist</i>]) |
| نشستن | <i>ne.shas.tan</i> | to sit (pres. stem: نشین [<i>neshin</i>]) |
| بیدار | <i>bi.dār</i> | awake |
| بیدار شدن | <i>bi.dār sho.dan</i> | to wake up (intr.) [شو → شدن] |
| بیدار کردن | <i>bi.dār kar.dan</i> | to wake up (tr.) [کن → کردن] |
| مواظب | <i>mo.vā.zeb</i> | watchful, alert |
| مواظب بودن | <i>mo.vā.zeb bu.dan</i> | to be careful (intr.) [بودن →
باش] |
| مواظب ... بودن | <i>mo.vā.ze.b-e...
bu.dan</i> | to watch over, to look after;
keep an eye on [باش → بودن] |
| صبر | <i>sabr</i> | patience |
| صبر داشتن | <i>sabr dāsh.tan</i> | to have patience [دار → داشتن] |
| صبر کردن (برای) | <i>sabr kar.dan
(barāye)</i> | to wait (for) [کن → کردن] |
| ورزش | <i>var.zesh</i> | sport, exercise |

| | | |
|------------------|--|--|
| ورزش کردن | <i>var.zesh kar.dan</i> | to exercise [sports] (<i>intr.</i>)
[کن → کردن] |
| غصه | <i>ghos.se</i> | grief |
| غصه خوردن (برای) | <i>ghos.se khor.dan</i>
(<i>ba.rā.ye</i>) | to grieve, to be sad (about)
[خور → خوردن] |
| غذا خوردن | <i>gha.zā khor.dan</i> | to eat (<i>intr.</i>) [خور → خوردن] |
| غم | <i>gham</i> | grief |
| غم خوردن | <i>gham khor.dan</i> | to grieve, to be sad
[خور → خوردن] |
| غم ... داشتن | <i>gha.m-e ... dāsh.tan</i> | to be sad about, to worry about
[دار → داشتن] |
| دیکته | <i>dik.te</i> | dictation, spelling |
| فایده | <i>fā.ye.de</i> | use, benefit |
| سبد | <i>sa.bad</i> | basket |
| تخم مرغ | <i>tokh.m-e morgh</i> | egg |
| پول | <i>pul</i> | money |
| تومان | <i>tu.mān</i> | Tuman or Toman, a currency
unit (= 10 Rials) |
| دلار | <i>do.lār</i> | dollar |
| مالی | <i>mā.li</i> | financial |
| جالب | <i>jā.leb</i> | interesting |
| ناراحت | <i>nā.rā.hat</i> | uncomfortable; upset; sad |
| تاریک | <i>tā.rik</i> | dark |
| زیادی | <i>zī.yā.dī</i> | too much |
| لطفاً | <i>lot.fan</i> | please (used with imperative) |

9 The imperative

The imperative is used for commands and requests addressed to (and conjugated for) the 2nd person. Even when addressing a single person, the plural is often used to be more polite; the singular is for closer relations.

9.1 Formation

Imperative in Persian is the present stem + the prefix *be-* (بـ).

Let us start by comparing the present tense and imperative in a verb like دیدن [*didan*, to see].

We remember that the present stem of this verb is بین [*bin*].

Table 9.1: Present tense and imperative

| دیدن [<i>didan</i> , to see],
present stem بین [<i>bin</i>] | SINGULAR | PLURAL |
|---|---|---|
| <i>Present tense (2nd person)</i> | می بینی
[<i>mi-bin-i</i> , you see] | می بینید
[<i>mi-bin-id</i> , you see] |
| <i>Imperative</i> | بین!
[<i>be-bin</i> , See!] | بینید!
[<i>be-bin-id</i> , See!] |

We see two major differences here:

1. The imperative uses the prefix بـ [*be-*] instead of the prefix می [*mi-*].
2. For the singular, the imperative does not need any conjugational suffix: no *-i* is needed.

Important: The بـ [*be-*] prefix used for verbs is always written joined, while the preposition به [*be*, to] is usually written separately (ending in the 'silent o' [*hé*] that stands for the vowel *e*).

Notes about pronunciation:

1. In the case of verbs like رفتن whose present stem ends in *-ow*, the *-ow* does not change in the *singular* imperative, but it does change to *-av-* in the plural imperative, just as it does for all persons in the present tense (see 5.3). Similarly, in a few verbs like دادن there will be a vowel change from the singular to plural imperative (and in the present tense).
2. In a few cases the vowel in *be-* is influenced by the first vowel in the present stem and changes to that, especially in the singular. Also, sometimes the first vowel in the stem is dropped in the case of some very common verbs to make the word shorter (see گذاشتن [*gozāshstan*] in Table 9.2 for some examples of verbs with or without such changes).

The glide ـی [-y-]:

Whereas the present tense prefix *mi-* never required a glide, the imperative prefix *be-* would require the glide ـی [-y-] if the present stem begins with

the vowels *ā*, *a* and *o*, and the *be-* will then be pronounced as *bi-*, the *y* assuming the double function of *-iy-*.

In writing, in stems starting with *ā* [ā] the diacritical sign (called *madd*) will no longer be written on top of *alef*, if they start with *a-* or *o-*, both represented by *alef*, good Persian requires that the *alef* be dropped altogether. ایستادن [*istādan*, to stop/stand], the only verb starting with the vowel *i-*, needs no glide.

Table 9.2: Present tense and imperative: more examples

| INFINITIVE | PRESENT STEM | PRESENT TENSE
(2nd person only) | IMPERATIVE |
|--|------------------------------------|---|--|
| خوردن
[<i>khordan</i> ,
to eat] | خور
[<i>khor</i>] | می خوری [<i>mi-khorī</i>]
می خورید [<i>mi-khorid</i>]
'You eat' (sg. & pl.) | بخور! [<i>bekhor</i>]
بخورید! [<i>bekhorid</i>]
'Eat!' (sg. & pl.) |
| بردن
[<i>bordan</i> , to
take (away)] | بر
[<i>bar</i>] | می بری [<i>mi-barī</i>]
می برید [<i>mi-barid</i>]
'You take' (sg. & pl.) | ببر! [<i>bebar</i>]
ببرید! [<i>bebarid</i>]
'Take!' (sg. & pl.) |
| گفتن
[<i>goftan</i> ,
to say] | گو
[<i>gu</i>] | می گوئی [<i>mi-gu'ī</i>]
می گوئید [<i>mi-gu'id</i>]
'You say' (sg. & pl.) | بگو! [<i>begu</i>]
بگوئید! [<i>begu'id</i>]
'Say!' (sg. & pl.) |
| رفتن
[<i>raftan</i> ,
to go] | رو
[<i>row</i> /→ <i>rav</i>] | می روی [<i>mi-ravī</i>]
می روید [<i>mi-ravid</i>]
'You go' (sg. & pl.) | برو! [<i>borow</i>]
بروید! [<i>beravid</i>]
'Go!' (sg. & pl.) |
| دادن
[<i>dādan</i> ,
to give] | ده
[<i>deh</i> /→ <i>dah</i>] | می دهی [<i>mi-dahī</i>]
می دهید [<i>mi-dahid</i>]
'You give' (sg. & pl.) | بده! [<i>bedeh</i>]
بدهید! [<i>bedahid</i>]
'Give!' (sg. & pl.) |
| گذاشتن
[<i>gozāshstan</i> ,
to put] | گذار
[<i>gozār</i>] | می گذاری [<i>mi-gozārī</i>]
می گذارید [<i>mi-gozārid</i>]
'You put' (sg. & pl.) | بگذار! [<i>begozār</i>
or <i>bogzār</i>]
بگذارید! [<i>begozārid</i>
or <i>bogzārid</i>]
'Put!' (sg. & pl.) |
| آمدن
[<i>āmadan</i> ,
to come] | آ
[<i>ā</i>] | می آئی [<i>mi-ā'ī</i>]
می آئید [<i>mi-ā'id</i>]
'You come' (sg. & pl.) | بیا! [<i>biyā</i>]
بیانید! [<i>biyā'id</i>]
'Come!' (sg. & pl.) |

Table 9.2: (cont'd)

| INFINITIVE | PRESENT STEM | PRESENT TENSE
(2nd person only) | IMPERATIVE |
|---|---------------|--|---|
| افتادن
[oftādan,
to fall] | افت
[oft] | می‌افتی [mi-ofti]
می‌افتید [mi-oftid]
'You fall' (sg. & pl.) | بیفت! [biyoft]
بیفتید! [biyoftid]
'Fall!' (sg. & pl.) |
| ایستادن
[istādan, to
stop/stand up] | ایست
[ist] | می‌ایستی [mi-isti]
می‌ایستید [mi-istid]
'You stop' (sg. & pl.) | بایست! [be'ist]
بایستید! [be'istid]
'Stop!' (sg. & pl.) |

Examples:

لطفاً کمی بیشتر بمانید! (Please stay a little longer/more!)

این صندلیهای سفید را به آن اتاق ببر. (Take these white chairs to that room.)

بچه را (در) خانه مادرت بگذار و بیا. (Leave the child at your mother's home and come.)

9.2 Imperative of compound verbs

In compounds the *be-* prefix is added to the verb part – which means that it always comes between the two parts of the compound verb:

زن حرف [harf zadan, to talk – present stem زن, zan]:

حرف بزن! [harf bezan, Talk!] (sg.)

حرف بزنید! [harf bezanid, Talk!] (pl.)

Dropping the *be-* prefix in most compounds

The majority of verbs in contemporary Persian are compound verbs, and the absolute majority of these compound verbs are formed by using either کردن [kardan, to do] or شدن [shodan, to become] – and in compounds with these two verbs, the *be-* prefix is usually dropped.

Also, in all of the compound verbs whose first part is a prefix (like a preposition, not a noun or adjective), the *be-* prefix is dropped.

And, as one can see, not much is really left. That is why it was said earlier that the *singular imperative* is often nothing but the *present stem*.

Table 9.3: Imperative with no *be-* prefix

| INFINITIVE | PRESENT STEM | IMPERATIVE | |
|---|---|---|---|
| | | SINGULAR | PLURAL |
| برگشتن
[<i>bargashtan</i> ,
to return] | برگرد
[<i>bargard</i>] | برگرد!
[<i>bargard</i> ,
Return!] | برگردید!
[<i>bargardid</i> ,
Return!] |
| تمیز کردن
[<i>tamiz kardan</i> ,
to clean] | تمیز کن
[<i>tamiz kon</i>] | تمیز کن!
[<i>tamiz kon</i> ,
Clean!] | تمیز کنید!
[<i>tamiz konid</i> ,
Clean!] |
| بیدار شدن
[<i>bidār shodan</i> ,
to wake up] | بیدار شو
[<i>bidār show</i> /→
<i>shav</i>] | بیدار شو!
[<i>bidār show</i> ,
Wake up!] | بیدار شوید!
[<i>bidār shavid</i> ,
Wake up!] |

9.3 Imperative of *to be* and *to have*

There is nothing very special about *to be*, except that it has an irregular present stem (باش , *bāsh*) and does not need the prefix *b-*:

Singular: زود باش! [*zud bāsh*, Be quick! or, hurry up!]

Plural: مواظب باشید! [*movāzeb bāshid*, Be careful!]

To have (داشتن), however, is more *irregular* in this case:

1. Its present stem (دار , *dār*) can be used for many of the compound verbs with داشتن (the same compounds that use the *mi-* prefix in the present tense; see 7.4.1); the prefix *b-* is usually dropped.
2. In its simple form, however, or in some compounds retaining in some way the base meaning ('to have'), the imperative will be داشته باش [*dāshte bāsh*] and داشته باشید [*dāshte bāshid*] for singular and plural respectively. (This is a *perfect* construction that will be discussed later in more detail.)

Examples:

The *less irregular* 'to have':

کتاب را بردار! [*ketāb rā bardār*, Take/pick up the book!] (sg.)

این را برای من نگه دارید!
for me!] (*pl.*) [*in rā barāye man negah-dārid*, Keep this

The more irregular 'to have':

مادرت را دوست داشته باش! [mādarat rā dust dāshte bāsh,
Like / love your mother!] (sg.)

کمی صبر داشته باشید! [kami sabr dāshte bāshid, Have a little
patience!] (pl.)

Negative
Imperative

9.4 Negative imperative

- Replace *be-* by *na-*:

In the negative, the imperative verb (or the verb part in compounds) is invariably preceded by the negative *na-*, which is invariably pronounced *na-* (even before the *-y-* glide), and always written joined. And don't forget to drop *be-*: you cannot use *be-* and *na-* together.

- In the case of the verb داشتن, its negative forms would be either ندارید / ندار or you change داشته to نداشته in its more irregular version (see 9.3).

Examples:

بمان! [bemān], بمانید! [bemānid]: 'Stay!' (sg. & pl.)

نمان! [namān], نمانید! [namānid]: 'Don't stay!' (sg. & pl.)

بیا! [biyā], بیایید! [biyā'id]: 'Come!' (sg. & pl.)

نیا! [nayā], نیایید! [nayā'id]: 'Don't come!' (sg. & pl.)

برگرد! [bar-gard], برگردید! [bar-gardid]: 'Return!' (sg. & pl.) – here
no *be-* for affirmative.

برنگرد! [bar-nagard], برنگردید! [bar-nagardid]: 'Don't return!' (sg. & pl.)

گوش کن! [gush kon], گوش کنید! [gush konid]: 'Listen!' (sg. & pl.)
– here also no *be-*.

گوش نکن! [gush nakon], گوش نکنید! [gush nakonid]: 'Don't
listen!' (sg. & pl.)

حرف بزن! [harf bezan], حرف بنید! [harf bezanid]: 'Talk!'
(sg. & pl.) – a compound with *be-*.

حرف نزن! [harf nazan], حرف نزنید! [harf nazanid]: 'Don't talk!'
(sg. & pl.)

بگو: خرم! [nagu kharam, begu mi-kharam]: 'Don't
say I'm a donkey / I'm stupid; say I purchase.'

Caution: Some verb stems begin with the letters ب or ن – don't confuse these letters with the prefixes *be-* or *na-*. If necessary, you should add those

prefixes, regardless of what letter the stem starts with. See these examples with the verbs بردن and نشستن:

نبر! [nabar, Don't take!], ببر! [bebar, Take!]

ننشین! [naneshin or nanshin, Don't sit!], بنشین! [beneshin or benshin, Sit!]

Exercises

Exercise 9.1

Write the imperative form of the following verbs (singular and plural, affirmative and negative). The present stems have been given.

Example: برو / نرو، بروید / نروید → رفتن

۱. آمدن (آ) ۲. دادن (ده) ۳. خوردن (خور) ۴. دانستن (دان) ۵. گفتن (گو)
۶. رسیدن (رس) ۷. دیدن (بین) ۸. نوشتن (نویس) ۹. گذاشتن (گذار)
۱۰. نشستن (نشین)

Exercise 9.2

Write the imperative form in each sentence, and based on the clues given, decide whether to use singular or plural; then translate the sentence.

Example: کتابتان را به استاد (دادن)

→ (Give your book to the professor.)

Your clue here: the plural *your*.

۱. [دانشجو به استاد:] لطفاً (نشستن)، خسته می شوید.
۲. هرگز زیادی غذا (نَ + خوردن)، مریض می شوید.
۳. لطفاً کتاب را روی میز (گذاشتن)!
۴. [استاد به دانشجویان:] لطفاً فردا دیر به کلاس (نَ + آمدن)!
۵. [یک آقا به پسرش:] امروز یک نامه به مادرت (نوشتن)!
۶. تو کی هستی؟ اسمت را (گفتن)!
۷. [من به دو برادر کوچکم:] از این آش (خوردن)، خیلی خوشمزه است.
۸. [پروین به خواهر کوچکش:] این فیلم را (دیدن)، خیلی جالب است!

۹. [من به دوستم:] زیاد غصه (خوردن)، اصلاً فایده ندارد.
۱۰. فردا کلاس نداری، امشب پیش ما (ماندن)!
۱۱. هیچوقت به بچه‌های کوچکتان پول زیاد (نَد + دادن)!
۱۲. دیر (نَد + رسیدن)، محمد برای شما صبر نمی‌کند.

Exercise 9.3

Translate the following sentences into English.

۱. ناراحت نباش! این مشکلات می‌گذرد.
۲. مواظب باش! چای خیلی داغ است.
۳. کتاب را داشته باش! من این هفته آن را نمی‌خواهم.
۴. این پانصد هزار تومان را داشته باش! خیلی نیست، می‌شود پانصد دلار آمریکائی.
۵. غم پول نداشته باش! همه در زندگی مشکل مالی دارند.
۶. خیلی آهسته نروید، دارد دیر می‌شود.
۷. کمی اینجا بایستید، من زود برمی‌گردم.
۸. داستان را به من بدهید، اینجا تاریک است.
۹. هر روز بیست دقیقه ورزش کن.
۱۰. بیشتر از یک ساعت با او حرف نزن.

Exercise 9.4

Translate the following sentences into Persian. Use the plural if the sentence starts with 'please'.

1. Please don't say that to my father.
2. Don't eat those sour apples.
3. Wake up tomorrow morning at 6:30.
4. Please don't listen to that stupid man.
5. Clean your room twice a week.
6. Please wait a little, I'm coming!
7. Don't return earlier than the day after tomorrow.
8. Keep those flowers in your brightest room.
9. Please don't put more than ten kids in one class.
10. Like your sister more than your friend.

Exercise 9.5

Choose the correct form of the imperative verb, then translate.

Example: (Stay here.) بمان → اینجا (بمانی / بمانی / بمان)

۱. برای غذا به خانه (نرگرد / نبرگرد / برنگرد)!
۲. به هر حرفی (گوش نکن / گوش نه کن / نگوش کن)!
۳. امروز امتحان (نبده / نده / بنده)!
۴. فردا با تکالیفتان (بیائید / نآئید / نیآید)!
۵. هیچ غمی (ندار / داشته نباش / نداشته باش)!
۶. ناراحت (نیستید / نشوند / نشو)!
۷. یک دیکته (بویسید / بنویسید / نویسید)!
۸. آن گل را (بردارید / برداشته باشید / نبردارید)!
۹. بیشتر از یک ربع برای من (صبر نکنید / نصبر کنید / صبر نکنید)!
۱۰. خوشحال (بباش / بناش / باش) بهترین اتاق را داری.

IDIOMS – PROVERBS – APHORISMS – POEMS

آهسته برو، همیشه برو

Go slowly, go constantly.

(Used to warn against haste.)

همه تخم مرغها را در یک سبد نگذار

Don't put all the eggs in one basket.

UNIT TEN

Infinitive –
its uses

Past and present
stems

فصل ۱۰

مصدر
کاربردهای آن
ریشه‌های گذشته و
حال

New words in this unit

| | | |
|----------------|----------------------------|--|
| مَصَدَّر | <i>mas.dar</i> | infinitive (gr.) |
| کاربرد | <i>kār.bord</i> | usage, function (gr.) |
| ریشه | <i>ri.she</i> | root; stem (gr.) |
| گذشته | <i>go.zash.te</i> | past (adj.; n.) (gr.) |
| خندیدن | <i>khan.dī.dan</i> | to laugh (pres. stem: خند [khand]) |
| سفر کردن (به) | <i>sa.far kar.dan (be)</i> | to travel (to) [کن → کردن] |
| ترسیدن (از) | <i>tar.sī.dan (az)</i> | to be afraid (of) (pres. stem: ترس [tars]) |
| کمک | <i>ko.mak</i> | help |
| کمک کردن (به) | <i>ko.mak kar.dan (be)</i> | to help [کن → کردن] (sometimes with direct object and no به) |
| پیدا کردن | <i>pey.dā kar.dan</i> | to find [کن → کردن] |
| پیدا شدن | <i>pey.dā sho.dan</i> | to be found [شو → شدن] |
| گرفتن | <i>ge.ref.tan</i> | to take [as opposite of 'give'] (pres. stem: گیر [gir]) |
| یاد گرفتن (از) | <i>yād ge.ref.tan (az)</i> | to learn (sth. from so.) [گیر → گرفتن] |
| یاد دادن (به) | <i>yād dā.dan (be)</i> | to teach (sth. to so.) [ده → دادن] |
| سؤال | <i>so.'āl</i> | question (pl. سؤالات , so.'ālāt) |
| سؤال کردن (از) | <i>so.'āl kar.dan (az)</i> | to ask (a question from) [کن → کردن] |
| پرسش | <i>por.sesh</i> | question (form.) |

| | | |
|----------------|----------------------------|---|
| پرسیدن (از) | <i>por.si.dan (az)</i> | to ask a question (from) |
| جواب | <i>ja.vāb</i> | answer |
| جواب دادن (به) | <i>ja.vāb dā.dan (be)</i> | to answer; to give an answer (to)
[ده → دادن] |
| پاسخ | <i>pā.sokh</i> | answer [<i>form.</i>] |
| پاسخ دادن (به) | <i>pā.sokh dā.dan (be)</i> | to answer; to give an answer (to)
[ده → دادن] [<i>form.</i>] |
| ترجمه | <i>tar.jo.me</i> | translation |
| ترجمه کردن | <i>tar.jo.me kar.dan</i> | to translate [کن → کردن] |
| غمگین | <i>gham.gin</i> | sad (used for animates) |
| غمگین کردن | <i>gham.gin kar.dan</i> | to make sad [کن → کردن] |
| غمگین شدن | <i>gham.gin sho.dan</i> | to become sad [شو → شدن] |
| راه | <i>rāh</i> | way, road; method |
| دنیا | <i>don.yā</i> | world |
| دور | <i>dur</i> | far, faraway; remote, distant |
| دُور | <i>dow.r-e</i> | around |
| عیب | <i>eyb</i> | fault |
| تاجیکستان | <i>tā.ji.kes.tān</i> | Tajikistan |
| کیف | <i>kif</i> | bag |
| کیف پول | <i>ki.f-e pul</i> | purse or wallet |
| اشتباه | <i>esh.te.bāh</i> | mistake (<i>n.</i>); wrong (<i>adj.</i>) |
| مسئله | <i>mas.'a.le</i> | problem (<i>pl.</i> مسائل, <i>ma.sā.'el</i>) |
| کوتاه | <i>ku.tāh</i> | short |
| یا | <i>yā</i> | or (<i>conj.</i>) |

10.1 Infinitives in Persian: some general remarks

We already know a lot about infinitives in Persian (see 5.1). A summary of the basic features:

1. All infinitives in Persian end either in *-dan* (like خوردن *khordan*, to eat) or in *-tan* (like گفتن *goftan*, to say) – which means that they all end in *-an*.

2. All of those ending in *-tan* (with one or two exceptions) are irregular; in contrast, most of those ending in *-dan* are regular.
3. When we say *irregular*, it is about the *present stem*. Everything about *past* or using the *past stem* is regular, and – as already mentioned in section 4.4 – this includes all the *perfect* tenses and constructions, even the future tense.
4. English has more *irregular [simple] verbs* than all the Persian *simple verbs* put together, whether regular or irregular. This demonstrates the great shift in contemporary Persian from simple verbs to compound verbs, especially in colloquial Persian.

10.2 Past and present stems

Past stem: If you know a Persian infinitive, you already know the past stem too: you only need to drop *-an* from the end of the infinitive – no exception. Even in بودن [*budan*, to be] and داشتن [*dāshtan*, to have], the past stems are respectively بود [*bud*] and داشت [*dāsh*t]. The past stem is also known as the *short infinitive*.

Present stem: In regular verbs, you can have the present stem after dropping *-dan* from the end of the infinitive; for instance, all the verbs ending in *-āndan* – and there are dozens of them – are regular (see ماندن in Table 10.1). In another large group of regular verbs – those that end in *-idan* – with only a few exceptions, you have the present stem after you drop *-idan* (and not just *-dan*; see رسیدن in Table 10.1).

In regular verbs, we are moving, in fact, from the *present stem* to the *past stem* and from that to the *infinitive* (as shown in Table 10.1, from left to right):

Table 10.1: Some examples of regular verbs

| PRESENT STEM | PAST STEM | INFINITIVE |
|-------------------|-----------------------|--|
| خور <i>kh</i> or | خورد <i>kh</i> ord | خوردن <i>kh</i> ordan, to eat |
| مان <i>mā</i> n | ماند <i>mā</i> nd | ماندن <i>mā</i> ndan, to stay |
| رس <i>res</i> | رسید <i>res</i> id | رسیدن <i>res</i> idan, to reach/arrive |
| خند <i>kh</i> and | خندید <i>kh</i> andid | خندیدن <i>kh</i> andidan, to laugh |

In irregular verbs, the close relation between the infinitive and the past stem (the right two columns) is still there, but there are fewer similarities between the left two columns (the two stems):

Table 10.2: Some examples of irregular verbs

| PRESENT STEM | PAST STEM | INFINITIVE |
|-------------------------------|-------------------|-------------------------------------|
| بر <i>bar</i> | برد <i>bord</i> | بردن <i>bordan</i> , to take [away] |
| گو <i>gu</i> | گفت <i>goft</i> | گفتن <i>goftan</i> , to say |
| دار <i>dār</i> | داشت <i>dāsht</i> | داشتن <i>dāshtan</i> , to have |
| ده <i>deh</i> [→ <i>dah</i>] | داد <i>dād</i> | دادن <i>dādan</i> , to give |

If you are learning Persian verbs by memorizing the infinitive first, these are what you should additionally be paying attention to:

1. What is the present stem (if irregular)?
2. Is it transitive or intransitive?
3. If transitive, does it take a direct or an indirect object – or both?
4. What preposition does it need (if it does need one)?

Always try to learn verbs in sentences and through several examples for all the different meanings and usages.

10.3 Negative infinitive

Simply add the prefix *na-* to the infinitive (written joined) to make it negative. Examples:

نداشتن و داشتن [*dāshtan va nadāshtan*, To Have and Have Not]

بودن یا نبودن [*budan yā nabudan*, To be or not to be?]

10.4 Uses of the infinitive

The uses of the *infinitive* and *gerund* sometimes overlap in English – not so in Persian. What is more important: the Persian *infinitive* is more like the English *gerund*, in that it is used and treated as a noun – it is used after prepositions as their object, or it is used as the subject or object of verbs:

Subject: رفتن به آنجا خیلی آسان است [*raftan be ānjā kheyli āsān ast*, Going there is very easy.]

Object of preposition: من از رفتن به آنجا می‌ترسم [*man az raftan be ānjā mitarsam*, I am afraid of going there.]

Direct object of verb: من نوشتن را دوست دارم [*man neveshtan rā dust dāram*, I like writing.]

10.5 Subject or object / complement of infinitive

Since the Persian *infinitive* is used and treated as a noun (even more than the English *gerund*), it usually needs to be connected to its subject or object/complement through an *ezāfe*, all of which follow the infinitive: خریدن خانه (with the *ezāfe* functioning as 'of') comes closer to 'the purchase of the house' than to 'buying the house.' Mentioning both the subject and the object of the infinitive (something like 'my seeing him...') is not common in Persian and only one is usually mentioned.

More examples:

رفتن مینا من را غمگین می‌کند [*raftan-e minā man rā ghamgin mikonad*, Mina's leaving (*lit.*, 'the going/departure of Mina') makes me sad.] – رفتن is the subject of می‌کند.

خوردن سیب خیلی خوب است [*khordan-e sib kheyli khub ast*, Eating apples is very good.] – خوردن is the object of است.

برای دیدن پدرش به آن شهر دور می‌رود [*barāye didan-e pedarash be ān shahr-e dur mi-ravad*, He goes to that faraway city to see (= 'for seeing') his father.]

نپرسیدن از استاد اشتباه است [*naporsidan az ostād eshtebāh ast*, Not asking the professor is wrong/is a mistake.]

Even when the complement of the verb has a preposition, the *ezāfe* is sometimes used, although it is often dropped (as we did in some examples of the previous section): In those examples, 'going there' can be read with the *ezāfe* [as *raftan-e be ānjā*] or without [*raftan be ānjā*]. (With this particular verb, sometimes the preposition به is dropped, but then the *ezāfe* has to be kept: *raftan-e ānjā*.)

Exercises

Exercise 10.1

Write the infinitive forms of the following verbs.

Example: رفتن → می‌رویم

۱. می نویسی ۲. بخورید ۳. ببر ۴. می نشینند ۵. ورزش می کنم ۶. بیدار نمی شود ۷. برگردید ۸ - بیفت ۹. امتحان می دهی ۱۰. خطر ندارد ۱۱. حرف می زند ۱۲. نخند ۱۳. می دانم ۱۴. هست ۱۵. نیستند ۱۶. بخريد ۱۷. نمی خواهیم ۱۸. بگذریم ۱۹. ببیند ۲۰. می گویند.

Exercise 10.2

In each of the following sentences, change the verb to the infinitive to be used as subject and re-write the sentence according to the example. (Adjectives and adverbs will have the same form.)

Example:

(I[']ll find the airport easily.)
فروودگاه را آسان پیدا می کنم
→ (Finding the airport is easy [for me].)
پیدا کردنِ فرودگاه (برای من) آسان است

۱. بچه ها معمولاً خیلی آهسته حرف نمی زنند.
۲. شما خیلی جالب نامه می نویسید.
۳. استادم را خیلی کوتاه می بینم.
۴. داستان را آسان ترجمه می کنی.
۵. راه بازار را سخت پیدا می کنید.
۶. آنها خیلی دیر جواب می دهند.
۷. این بچه ها خیلی تمیز غذا می خورند.
۸. این پرنده زیبا می خواند.
۹. پسران عالی درس می خواند.
۱۰. با او زشت حرف نمی زنی.

Exercise 10.3

Translate both versions of the sentences in Exercise 10.2 into English.

Exercise 10.4

Write the correct form of the verbs (present tense) and then translate the sentences into English.

۱. سفر او به تاجیکستان و برگشتنِ من در یک روز (بودن).

۲. از دیدن این باغ زیبا همه خیلی شاد (شدن).
۳. گوش کردن به رادیو برای یادگرفتن این زبانها خیلی مفید (بودن).
۴. من برای پیدا کردن کیف پولش به او کمک (کردن).
۵. آیا نرفتن به ایران خیلی شما را غمگین (کردن)?
۶. چرا از سفر کردن دخترتان به دور دنیا (ترسیدن)?
۷. تمیز نکردن میز بزرگترین اشتباه من و برادرم (بودن).
۸. هیچکس درباره آمدن پدرم به من چیزی (گفتن).
۹. من و زنم همیشه درباره رفتن یا نرفتن به آمریکا حرف (زدن).
۱۰. درس خواندن در دانشگاههای آمریکا همیشه گران (بودن).

IDIOMS – PROVERBS – APHORISMS – POEMS

ندانستن عیب نیست، نپرسیدن عیب است

Not knowing is not a fault, (but) not asking is.

بودن یا نبودن، پرسش این است. (هملت)

To be, or not to be, that is the question. (Hamlet)

UNIT ELEVEN

Future tense

فصل ۱۱

زمان آینده

New words in this unit

| | | |
|------------------|--------------------------------|--|
| آینده | <i>ā.yan.de</i> | future (<i>gr.</i>); coming, approaching, next |
| فهمیدن | <i>fah.mi.dan</i> | to understand; to realize (pres. stem: فهم [fahm]) |
| شنیدن | <i>she.ni.dan</i> | to hear (pres. stem: شنو [she.now → she.nav]) |
| رد شدن (در / از) | <i>rad sho.dan</i>
(dar/az) | to fail (in [a test]), to be rejected; also to pass (<i>locational</i> , as on the street) [شو → شدن] |
| باز | <i>bāz</i> | open |
| باز کردن | <i>bāz kar.dan</i> | to open; to unfasten, to untie (<i>tr.</i>) [کن → کردن] |
| باز شدن | <i>bāz sho.dan</i> | to open (<i>intr.</i>), to be opened or untied [شو → شدن] |
| جشن | <i>jashn</i> | celebration |
| جشن گرفتن | <i>jashn ge.ref.tan</i> | to celebrate [گیر → گرفتن] |
| آزادی | <i>ā.zā.di</i> | freedom |
| جهنم | <i>ja.han.nam</i> | hell |
| آشپز | <i>āsh.paz</i> | cook |
| آشپزی | <i>āsh.pa.zi</i> | cooking |
| آشپزی کردن | <i>āsh.pa.zi kar.dan</i> | to cook (<i>intr.</i>) [کن → کردن] |
| پختن | <i>pokh.tan</i> | to cook (<i>tr./intr.</i>) (pres. stem: پز [paz]) |
| شام | <i>shām</i> | supper; dinner |
| نو | <i>now</i> | new |
| سال نو | <i>sā.l-e now</i> | New Year |

| | | |
|---------------|-------------------------|---|
| کار | <i>kār</i> | work, job |
| کار کردن | <i>kār kar.dan</i> | to work (<i>intr.</i>) |
| کارخانه | <i>kār-khā.ne</i> | factory (<i>pl.</i> کارخانه ها) |
| کار خانه | <i>kā.r-e khā.ne</i> | household chores (<i>pl.</i> کارهای خانه) |
| درس دادن (به) | <i>dars dā.dan (be)</i> | to teach (<i>sth.</i> to <i>so.</i>) |
| تدریس کردن | <i>tad.ris kar.dan</i> | to teach (a subject) (<i>form.</i>) [کن → کردن] |
| کبوتر | <i>ka.bu.tar</i> | dove; pigeon |
| دوباره | <i>do.bā.re</i> | again |
| مدت | <i>mod.dat</i> | duration; period |
| به مدت | <i>be mod.da.t-e</i> | for (the duration of) |
| خانواده | <i>khā.ne.vā.de</i> | family |
| ترم | <i>term</i> | term, semester |
| دندان | <i>dan.dān</i> | tooth |
| پزشک | <i>pe.zeshk</i> | doctor |
| دندانپزشک | <i>dan.dān-pe.zeshk</i> | dentist |
| مهمان | <i>meh.mān</i> | guest |
| ایستگاه | <i>ist.gāh</i> | station |
| قطار | <i>gha.tār</i> | train |
| مصر | <i>mesr</i> | Egypt |
| احمد | <i>ah.mad</i> | Ahmad (boy's name) |

11.1 Formation

Formation of this tense is simple and regular for all the verbs. This is all that you need:

1. Start with خواه (*khāh*, present stem of خواستن [*khāstan*]),
2. add conjugational endings (stressed), and finally
3. the past stem of the main verb – which, as we already know, is always regular.

How would you say 'I will write'? It is enough to know that the infinitive is *neveshtan* (نوشتن): you say *khāham nevesht* (خواهم نوشت).

In other words, the future tense needs the verb خواستن (originally meaning 'to want') as an *auxiliary verb*, and this verb is conjugated in the present tense for all persons, but *without* the prefix *mi-*. Then the main verb comes immediately after this auxiliary verb in the form of a *past stem* (also called *short infinitive*).

Stress: The main stress is on the conjugational ending of the auxiliary خواستن – which is very unusual: the conjugational endings are otherwise usually unstressed.

11.2 Future tense of compound verbs

In compound verbs, the auxiliary خواستن always comes between the two parts, and the main stress shifts to the (last) syllable before the auxiliary:

بر خواهم گشت [*bar khāham gasht*, I shall return. – stress on *bar*].

نگاه خواهند کرد [*negāh khāhand kard*, They will look. – stress on *-gāh*].

11.3 Negative

For the negative, add the prefix *na-* to the auxiliary خواستن and not to the main verb (again something very unusual!). In the negative, *na-* will take the main stress, as it does in all tenses:

نخواهد شنید [*nakhāhad shenid*, He will not hear.]

گوش نخواهید کرد [*gush nakhāhid kard*, You will not listen.]

Table 11.1: Future tense of two verbs

| | SIMPLE VERB
داشتن [<i>dāshtan</i> , to have] | COMPOUND VERB
برداشتن [<i>bar-dāshtan</i> , to pick up] |
|----------------|--|--|
| 1st person sg. | خواهم داشت
<i>khāham dāsht</i>

Negative:
نخواهم داشت
<i>nakhāham dāsht</i> | بر خواهم داشت
<i>bar khāham dāsht</i>

Negative:
بر نخواهم داشت
<i>bar nakhāham dāsht</i> |
| 2nd person sg. | خواهی داشت
<i>khāhi dāsht</i>

Negative:
نخواهی داشت
<i>nakhāhi dāsht</i> | بر خواهی داشت
<i>bar khāhi dāsht</i>

Negative:
بر نخواهی داشت
<i>bar nakhāhi dāsht</i> |

Table 11.1: (cont'd)

| | SIMPLE VERB
داشتن [dāshtan, to have] | COMPOUND VERB
برداشتن [bar-dāshtan, to pick up] |
|----------------|--|--|
| 3rd person sg. | خواهد داشت
<i>khāhad dāsht</i>

Negative:
نخواهد داشت
<i>nakhāhad dāsht</i> | بر خواهد داشت
<i>bar khāhad dāsht</i>

Negative:
بر نخواهد داشت
<i>bar nakhāhad dāsht</i> |
| 1st person pl. | خواهیم داشت
<i>khāhim dāsht</i>

Negative:
نخواهیم داشت
<i>nakhāhim dāsht</i> | بر خواهیم داشت
<i>bar khāhim dāsht</i>

Negative:
بر نخواهیم داشت
<i>bar nakhāhim dāsht</i> |
| 2nd person pl. | خواهید داشت
<i>khāhid dāsht</i>

Negative:
نخواهید داشت
<i>nakhāhid dāsht</i> | بر خواهید داشت
<i>bar khāhid dāsht</i>

Negative:
بر نخواهید داشت
<i>bar nakhāhid dāsht</i> |
| 3rd person pl. | خواهند داشت
<i>khāhand dāsht</i>

Negative:
نخواهند داشت
<i>nakhāhand dāsht</i> | بر خواهند داشت
<i>bar khāhand dāsht</i>

Negative:
بر نخواهند داشت
<i>bar nakhāhand dāsht</i> |

11.4 Usage

In colloquial Persian, usually the present tense is also used for the future. Although educated people use this tense quite often even in conversation, the future tense is more for written and formal Persian. But even in written and formal Persian the present tense can always replace the future without changing the meaning.

The future has no perfect or progressive forms in Persian and, if necessary, uses the present progressive and present perfect instead.

Mixed examples of present tense and future:

(او فردا برمی‌گردد) (or او فردا برخواهد گشت) (He will return tomorrow.)

(او فردا ساعت هشت دارد از سفرش برمی‌گردد) (Tomorrow at 8 he will be returning from his trip.)

(I want a pen.) یک قلم می‌خواهم

(I'll want this pen tomorrow.) فردا این قلم را خواهم خواست

(You'll not see us tomorrow.) فردا ما را نخواهید دید

(Next week they'll go to Tehran.) هفته آینده به تهران خواهند رفت

(This child understands everything.) این بچه همه چیز را می‌فهمد

(Your father will realize everything.) پدرت همه چیز را خواهد فهمید

(Our Persian professor will go to hell.) استاد فارسی ما به جهنم خواهد رفت

(One day we will have freedom in this country.) روزی ما در این کشور آزادی خواهیم داشت

Exercises

Exercise 11.1

Write the future tense of the following verbs for the person given.

Example: خواهیم گفت → گفتن (ما)

۱. - رفتن (من) ۲. آمدن (تو) ۳. دیدن (او) ۴. دانستن (ما) ۵. نوشتن (شما)
۶. خریدن (آنها) ۷. داشتن (من) ۸. رسیدن (تو) ۹. گذاشتن (او) ۱۰. خواندن (ما)
۱۱. پختن (شما) ۱۲. نشستن (آنها).

Exercise 11.2

Change the verbs in the following sentences to the negative, then translate the sentences.

Example: (I won't tell him/her.) نخواهم گفت → من به او نخواهم گفت

۱. من فردا تو را در کارخانه خواهم دید.
۲. ماه آینده مادرشان از سفرش برخواهد گشت.
۳. ساعت چهار بعد از ظهر با دوستم درس خواهم خواند.
۴. امشب با خانواده‌تان شام -خواهید خورد.
۵. این آشپز خیلی خوب آشپزی خواهد کرد.
۶. شما حرف بزنید، او خواهد فهمید.
۷. برای آن کار خیلی زیاد وقت خواهیم داشت.

۸. پدرم بیشتر از دو هفته با ما خواهد بود.
۹. دو بار در یک روز جشن خواهیم گرفت.
۱۰. این دانشگاه چیزهای زیادی به شما خواهد داد.

Exercise 11.3

Change the tense of the verbs in the following sentences to the future.

Example: مادرم امروز خواهد گفت → مادرم امروز می‌گوید

۱. احمد پنجره‌ها را باز می‌کند ولی خانه را تمیز نمی‌کند.
۲. مینا کتابش را پیدا می‌کند و برای درسش کار می‌کند.
۳. پروین زبان انگلیسی را به مدت چهار سال در دانشگاه یاد می‌گیرد.
۴. هر دوی این استادان در دانشگاه تهران تدریس می‌کنند.
۵. هیچکدام از آن جوانها صبح زود از خواب بیدار نمی‌شوند.
۶. پدرم هرگز در کارهای خانه به مادرم کمک نمی‌کند.
۷. چرا همه دانشجویان در یک روز امتحان نمی‌دهند؟
۸. هیچکس در امتحان رد نمی‌شود و غصه نمی‌خورد.
۹. معلم به مدت یک ساعت با بچه‌ها در حیاط مدرسه ورزش می‌کند.
۱۰. من از دیدن خانواده زخم خبلی خوشحال می‌شوم.
۱۱. به کشورم برمی‌گردم و کار بهتری پیدا می‌کنم.
۱۲. همیشه پاکت نامه را برمی‌دارد و باز می‌کند و نامه را می‌خواند.

Exercise 11.4

Translate the sentences from Exercise 11.3 into English.

Exercise 11.5

Complete the sentences by using a) present tense, and b) future.

۱. فردا من با دندانپزشک مشهوری (حرف زدن).
۲. سال آینده او برای یاد گرفتن زبان عربی به مصر (سفر کردن).
۳. دانشجویان سال نو را در دانشگاه (جشن گرفتن).
۴. من فردا ساعت هشت صبح (بیدار شدن).
۵. احمد فردا یک ربع دیرتر به کلاس (آمدن).

۶. آیا هفته آینده هیچکس استاد را (دیدن)؟
۷. آنها هرگز از غذا خوردن در یک رستوران خیلی گران
(خوشحال شدن).
۸. آیا هیچوقت برای خانواده‌ات (غصه خوردن)؟
۹. ترم آینده یک استاد مهمان از ایران در دانشگاه ما (تدریس کردن).
۱۰. یک استاد هیچوقت به همه پرسشهای من (پاسخ دادن).
۱۱. من به خانه‌ام (برگشتن) و کیفم را (برداشتن).
۱۲. تو بعد از دیدن شهرهای اصفهان و شیراز به تهران (رسیدن).
۱۳. بهترین دوست من سه هفته در خانه ما (ماندن).
۱۴. فردا هیچکس با من به ایستگاه قطار (آمدن).
۱۵. شما خیلی آسان راه را (پیدا کردن).

Exercise 11.6

Translate the sentences from Exercise 11.5 into English. (Versions *a* and *b* are the same in usage, but please translate version *b* [future].)

IDIOMS – PROVERBS – APHORISMS – POEMS

روزی ما دوباره کبوترهایمان را پیدا خواهیم کرد

و مهربانی دست زیبایی را خواهد گرفت

One day we shall find again our doves

And kindness will take the hand of beauty.

(From a poem by Ahmad Shāmlu, 1925–2000.)

UNIT TWELVE

Simple past
tense

Past progressive
tense

فصل ۱۲

زمان گذشته ساده
(یا ماضی مطلق)

زمان گذشته استمراری
(یا ماضی استمراری)

New words in this unit

| | | |
|-----------|--------------------------|--|
| ماضی مطلق | <i>mā.zi-ye mot.lagh</i> | simple past tense (<i>lit.</i> , 'absolute past') (<i>gr.</i>) |
| قبل | <i>ghabl</i> | past, last (as in 'last week') (<i>adj.</i>) |
| قبل از | <i>ghabl az</i> | before (<i>prep.</i>) |
| قبلاً | <i>ghab.lan</i> | previously (<i>adv.</i>) |
| پیش | <i>pish</i> | past, last (as in 'last week') (<i>adj.</i>) |
| پیش از | <i>pish az</i> | before (<i>prep.</i>) |
| بعد | <i>ba'd</i> | next (<i>adj.</i>) (as in 'next week'); afterwards, later, then (<i>conj.</i>) |
| بعد از | <i>ba'd az</i> | after (<i>prep.</i>) |
| بعداً | <i>ba'.dan</i> | afterwards, later, then (<i>adv.</i>) |
| پس از | <i>pas az</i> | after (<i>prep.</i>) |
| اینقدر | <i>in-ghadr</i> | so, so much |
| تعطیل | <i>ta'til</i> | closed (a store or office); a holiday |
| تعطیلات | <i>ta'ti.lāt</i> | holidays; vacations |
| تابستانی | <i>tā.bes.tā.nī</i> | summer's; of summer; summerly |
| هیزم | <i>hi.zom</i> | firewood |
| تر | <i>tar</i> | wet |

| | | |
|----------------|----------------------------|--|
| فضول | <i>fo.zul</i> | meddler; nosy person |
| شغل | <i>shoghl</i> | occupation; job |
| دولت | <i>dow.lat</i> | government |
| دولتی | <i>dow.la.ti</i> | of government or state;
governmental |
| انداختن | <i>an.dākh.tan</i> | to throw (pres. stem: انداز [<i>an.dāz</i>]) |
| عکس گرفتن (از) | <i>aks ge.ref.tan (az)</i> | to take photos (from) [گیر → گرفتن] |
| به دنیا آمدن | <i>be don.yā ā.ma.dan</i> | to be born (lit., 'to come to the world') [آ → آمدن] |
| به شمار آمدن | <i>be sho.mār ā.ma.dan</i> | to be counted or considered
[آ → آمدن] |
| راه رفتن | <i>rāh raftan</i> | to walk/stroll (in some place, not to) [رو → رفتن] |
| آشپزخانه | <i>āsh.paz-khā.ne</i> | kitchen |
| نخود | <i>no.khod</i> | chickpea |
| خیاط | <i>khay.yāt</i> | tailor |
| خیاطی | <i>khay.yā.ti</i> | sewing; tailor; the tailor's |
| خیاطی کردن | <i>khay.yā.ti kar.dan</i> | to sew [کن → کردن] |
| دخترانه | <i>dokh.ta.rā.ne</i> | girls', of girls |
| پسرانه | <i>pe.sa.rā.ne</i> | boys', of boys |
| کرد | <i>kord</i> | Kurd |
| کردی | <i>kor.di</i> | Kurdish |
| زبان مادری | <i>za.bā.n-e mā.da.ri</i> | mother tongue |
| ادبیات | <i>a.da.biy.yāt</i> | literature |
| رشته | <i>resh.te</i> | field (of knowledge or study);
major (in education); line, thread |
| خدا | <i>kho.dā</i> | God |
| خدا حافظ | <i>kho.dā hā.fez</i> | good-bye; adieu (lit., 'may God protect you') |
| عزیز | <i>a.ziz</i> | dear |
| هنوز | <i>ha.nuz</i> | still (adv.); yet (in neg.) |

| | | |
|----------|----------------|--------------------------|
| هم | ham | too; also |
| باز هم | bāz ham | again; still |
| تنها | tan.hā | only; alone |
| بدبختانه | bad.bakh.tā.ne | unfortunately, unluckily |
| شهناز | shah.nāz | Shahnaz (girl's name) |
| لورا | lo.rā | Laura |

12.1 Simple past tense: formation

The simple past tense is the *past stem* + *conjugational suffixes*.

We already know what the *past stem* is: it is what is left from the infinitive after you drop *-an* – it is always regular.

We know the *conjugational suffixes* also from the present tense – the only difference is that the 3rd person singular does not need any conjugational ending in the past tense. This means that the *past stem* and the 3rd person singular of the simple past tense are the same.

First, all the pronouns and suffixes we have learned so far at a glance:

Table 12.1: Pronouns and suffixes – a review

| INDEPENDENT
PERSONAL
PRONOUNS | POSSESSIVE
(PRONOMINAL
ENCLITICS) | PRESENT
(TO BE) | PRESENT
(OTHER
VERBS) | IMPERATIVE | PAST |
|-------------------------------------|---|--------------------|-----------------------------|--------------|--------------|
| من
man | م -
-am | م -
-am | م -
-am | | م -
-am |
| تو
to | ت -
-at | ی -
-i | ی -
-i | -
[none!] | ی -
-i |
| او / آن
ān / u | ش -
-ash | است
ast | د -
-ad | | -
[none!] |
| ما
mā | مان -
-emān | یم -
-im | یم -
-im | | یم -
-im |
| شما
shomā | تان -
-etān | ید -
-id | ید -
-id | ید -
-id | ید -
-id |
| آنها / ایشان
ishān / ānhā | شان -
-eshān | ند -
-and | ند -
-and | | ند -
-and |

And here is a comparison of *present* and *past*, the verb داشتن [*dāshuan*, to have]:

Table 12.2: The verb داشتن [*dāshuan*, to have], present and past

| | PRESENT STEM:
دار, <i>dār</i> | PAST STEM:
داشت, <i>dāshat</i> |
|---------|----------------------------------|-----------------------------------|
| 1st sg. | دارم, <i>dāram</i> | داشتم, <i>dāshtam</i> |
| 2nd sg. | داری, <i>dāri</i> | داشتی, <i>dāshiti</i> |
| 3rd sg. | دارد, <i>dārad</i> | داشت, <i>dāshat</i> |
| 1st pl. | داریم, <i>dārim</i> | داشتیم, <i>dāshitim</i> |
| 2nd pl. | دارید, <i>dārid</i> | داشتید, <i>dāshtid</i> |
| 3rd pl. | دارند, <i>dārand</i> | داشتند, <i>dāshtrand</i> |

12.1.1 Negative – and the glide

For the negative, simply add the negative prefix *na-*.

If the past stem starts with the vowels *ā*, *a* and *o*, use the glide -y- (ی).

The rules for writing the glide are similar to what we learned about the *imperative* (9.1 and 9.4):

1. If the initial vowel is *ā*, drop the *madd* sign: آمد [*āmad*, He/she came], نیامد [*nayāmad*, He/she didn't come].
2. In the case of *a* and *o*, good Persian requires that the *alef* be dropped altogether:

انداخت [*andākht*, He/she threw], نینداخت [*nayāmad*,
He/she didn't throw].

افتاد [*oftād*, He/she fell], نیفتاد [*nayoftād*, He/she didn't fall].

12.1.2 Compound verbs

There is nothing that you need to learn additionally here. As you might expect, for the negative the prefix *na-* should be added to the verb part:

حرف زدیم [*harf zadim*, We talked], حرف نزدیم [*harf nazadim*,
We didn't talk].

12.1.3 Usage

The simple past tense is used in Persian to express what was done and completed in the past at a certain time. Unlike the English past tense, however,

it is not usually used with frequency adverbs or with a function similar to *used to* (for which the *past progressive* will be needed); the focus is on completion and not on continuation.

Past
progressive
tense:
formation

Examples:

من سال قبل در ایران بودم [man sāl-e ghabl dar irān budam,
Last year I was in Iran.]

بعد از کلاس کجا رفتی؟ [ba'd az kelās kojā rafti?, Where did you
go after class?]

دیروز مینا را در خیابان دیدیم [diruz minā rā dar khiyābān didam,
Yesterday we saw Mina on the street.]

چرا اینقدر زود برگشتید؟ [cherā inghadr zud bargashtid?, Why did
you return so early?]

بچه‌ها دو ساعت در حیاط بازی کردند [bachche-hā do sā'at dar hayāt
bāzi kardand, The children played in the yard for two hours.]

12.2 Past progressive tense

Add the prefix *mi-* to the verb: می‌رفتم → رفتم.

Change *mi-* to *nemi-* in the negative: نمی‌رفتم → می‌رفتم.

Exception: The verbs بودن and داشتن do not use the prefix *mi-* (except in *irrealis* constructions, to be learned later) – which means that the same form is used as *simple past tense*:

من هرروز آنجا می‌رفتم (with می: 'I went there every day'), but
من هرروز آنجا بودم (without می: 'I was there every day').

12.2.1 Usage

The *past progressive* (or *continuous*) *tense* is used for things that were happening in the past:

- at a certain time:
دیروز ساعت یازده نامه می‌نوشتm (I was writing a letter yesterday at 11);
- for a certain period of time:
در زمستان گذشته فارسی یاد می‌گرفتم (I was learning Persian during last winter); or
- habitually (= *used to*):
هر سال تابستان به شیراز می‌رفتیم (Every summer we went/we used to go to Shirāz).

(Its use in *irrealis* constructions will be discussed in Unit 16.)

How do the Persian and English *simple past* and *past progressive* compare?

Their resemblance:

I saw him yesterday = دیدم او را دیروز (both *simple past*)

This morning I was reading your book = امروز صبح کتاب شما را می‌خواندم (both *past progressive*)

Their difference:

I saw him every day (*simple past*) vs. هر روز او را می‌دیدم (*past progressive*)

Also: For a certain group of verbs, that we can call 'verbs of *state*,' Persian uses a *perfect* tense where English would normally use a *progressive* tense; we will see some examples when we learn the perfect tenses in the next unit.

Caution: Since the *past progressive* and the *simple present* both use the prefix *mi-*, with certain verbs this can cause confusion that only the context can disentangle: Some examples:

- With the group of regular verbs whose infinitive ends in *-idan*, like رسیدن [*residan*, to reach / arrive – present stem *res*, past stem *resid*] or خندیدن [*khandidan*, to laugh – present stem *khand*, past stem *khandid*], the 2nd person plural in the *present tense* is exactly the same as the 3rd person singular in the *past progressive*, both in writing and in pronunciation. Thus, a question like چرا می‌خندید؟ [*cherā mi-khandid?*] can mean both 'Why are you laughing?' / 'Why do you laugh?' (*present*) and 'Why was he/she laughing?' (*past progressive*). Conjugate this verb for all persons in these two tenses (starting with *mi-khandam* for the present tense and *mi-khandidam* for the past progressive) to see how this happens.
- With another group of regular verbs, with infinitive ending in *-āndan*, like ماندن [*māndan*, to stay – present stem *mān*, past stem *mānd*], the 3rd person singular would be exactly the same in writing in the present and past progressive, though not in pronunciation. Since, however, the diacritical marks (for the 'short' vowels *a*, *e* and *o*) are usually not written, this can be a problem – and again the context should help you decide how to read and to understand the verb: should it be pronounced *-ānd* at the end (past) or *-ānad* (present)? می‌ماند can mean 'he stays' when pronounced *mi-mānad*, but 'he was staying' when pronounced *mi-mānd*. Again, conjugate this verb in these two tenses to see how this happens.
- Some of the irregular verbs can also cause this latter confusion in reading, such as بردن [*bordan*, to take [away] – present stem *bar*, past stem *bord*]: می‌برد can be *mi-barad* (he is taking) or *mi-bord* (he was taking).

12.2.2 Past progressive with *dāshtan* (داشتن)

Similar to *present progressive* (see 5.5), the verb داشتن can be used with *past progressive* also, with almost the same functions and limitations:

1. It is used predominantly in colloquial Persian.
2. It makes it clear that the verb is about an action *in progress* and not what *used to* be done.
3. It is used for verbs that denote an *action*, not a *state*.
4. It has no negative form and is always affirmative.
5. Here داشتن is an auxiliary verb with no independent meaning of its own; don't translate it as *to have*.

Past
progressive
tense:
formation

Formation: The main verb does not change at all: it is in the past progressive and is placed at the end of the sentence. Additionally, the past tense of داشتن is conjugated for the same person (without *mi-*) and placed at the beginning of the sentence (after the subject, if there is one, or after time adverbs). Example:

داشتم برای دخترم نامه می نوشتم [*dāshtam barāye dokhtaram nāme mi-neveshtam*, I was writing a letter for my daughter.]

Without *dāshtam*, the above sentence could still have the same meaning (with less focus on the time of the action), but it could also mean 'I used to write letters for my daughter.'

Mixed' examples of simple past and past progressive:

نامهات را خواندم [*nāme-at rā khāndam*]: 'I read your letter.' Here the action of 'reading' was completed and finished.

نامهات را می خواندم [*nāme-at rā mi-khāndam*]: 'I was reading your letter' (maybe I finished reading it, maybe not), or: 'I used to read your letter.'

داشتم نامهات را می خواندم [*dāshtam nāme-at rā mi-khāndam*] 'I was reading your letter' (at a certain time in the past: I was *in the process of* reading).

دیروز پول نداشتیم [*diruz pul nadāshtim*, Yesterday we had no money.]

دیروز داشت با برادرم حرف می زد [*diruz dāsht bā barādaram harf mi-zad*, Yesterday he/she was talking to my brother.]

Exercises

Exercise 12.1

Change the tense of the verbs in the following sentences to the simple past

Example: نوشت → او نامه جالبی می نویسد

۱. من قبل از غذا آب می خورم.
۲. چرا کمی زودتر بر نمی گردی؟
۳. ما هر شب در خانه آشپزی می کنیم.
۴. بچه ها مواظب نیستند و می افتند.
۵. آنها پول ندارند و جشن نمی گیرند.
۶. آن احمق به هیچ سوالی پاسخ نمی دهد.
۷. چرا ما از یک پرنده کوچک می ترسیم؟
۸. چرا حرف نمی زنید و تنها می خندید؟
۹. در باران راه می رود و تمیز می شود.
۱۰. مرد پیر آهسته از خیابان می گذرد.
۱۱. او یک بچه کوچک نیست و آن را نمی اندازد.
۱۲. من سیب را برای تو نگه می دارم.
۱۳. آیا کتاب از روی میز نمی افتد؟
۱۴. تا جمعه در این شهر می ماند.
۱۵. او در آشپزخانه غذای خوشمزه ای می پزد.

Exercise 12.2

Change the tense of the verbs in Exercise 12.1 to the past progressive (write the whole sentence), then translate.

Example: نوشت → او نامه جالبی می نویسد

(He/she was writing an interesting letter.)

Exercise 12.3

Use the appropriate form of the verbs in the following letter (any tense or mood).

لورای عزیز، سلام

۱. من در یکی از شهرهای کوچک ایران به دنیا (آمدن).
۲. پدرم شغل دولتی (داشتن)
۳. و مادرم (خیاطی کردن).
۴. من با خواهر بزرگترم به یک مدرسه دخترانه (رفتن).
۵. برادرم به مدرسه پسرانه (رفتن).
۶. شهر ما کوچک (بودن)،
۷. اما یکی از شهرهای خیلی قدیمی ایران (به شمار آمدن).
۸. در تعطیلات تابستانی من با خانواده‌ام به تهران (رفتن).
۹. ما در آنجا دو ماه (ماندن)
۱۰. و بعد از آن به شهرمان (برگشتن).
۱۱. من و برادر و خواهرم شهر کوچکمان را بیشتر از تهران (دوست داشتن).
۱۲. من حالا در ایران (ن + زندگی کردن)
۱۳. و در یک دانشگاه آمریکائی در رشته ادبیات فارسی (درس خواندن).
۱۴. بدبختانه این دانشگاه رشته زبان و ادبیات کردی (ن + داشتن).
۱۵. زبان مادری من کردی (بودن)،
۱۶. فارسی را در مدرسه دولتی شهرمان (یاد گرفتن).
۱۷. من فارسی را خیلی خوب (دانستن)
۱۸. اما برای من هم هنوز زبان دوم (بودن).
۱۹. تو هم داری فارسی را خوب (یاد گرفتن).
۲۰. باز هم برای من به فارسی (نوشتن).

خداحافظ
شهناز

Exercise 12.4

Translate the above letter into English.

Exercise 12.5

While changing the tense to the *simple past*, combine the two sentences as shown in the example by using *برای* and the infinitive.

12

Simple past
tense
Past
progressive
tense

Example:

→ (He goes to the kitchen and eats.) به آشپزخانه می‌رود و غذا می‌خورد
(He went to the kitchen to eat [for eating].) برای خوردن غذا به آشپزخانه رفت

۱. به حیاط می‌رود و از گلها عکس می‌گیرد.
۲. به خانه ما می‌آید و یک فیلم نگاه می‌کند.
۳. زبان فارسی یاد می‌گیریم و به ایران می‌رویم.
۴. ورزش می‌کنی و بیمار نمی‌شوی.
۵. خیلی کار می‌کنند و خانه را تمیز می‌کنند.
۶. خیلی صبر می‌کنم و این عکس را می‌گیرم.
۷. خیلی راه می‌رود و به آنجا می‌رسد.
۸. کتاب را برمی‌داری و آن را می‌خوانی.
۹. به پنجره نزدیک می‌شوند و خیابان را می‌بینند.
۱۰. یک پرنده می‌خرم و بچه‌ها را خوشحال می‌کنم.

Exercise 12.6

Translate your answers to the previous exercise.

IDIOMS - PROVERBS - APHORISMS - POEMS

فضول را بردند به جهنم، گفت هیزمش تر است

They took the meddler to hell, he said the firewood is not dry.

نخود هر آش بودن

To be the chickpea in every soup (= 'to have a finger in every pie').

UNIT THIRTEEN

Past participle

Perfect tenses

فصل ۱۳

اسم مفعول

زمان‌های کامل

New words in this unit

| | | |
|------------------|-----------------------------------|--|
| اسم مفعول | <i>es.m-e maf.'ul</i> | past participle (<i>gr.</i>) |
| ماضي نقلی | <i>mā.zi-ye nagh.li</i> | present perfect tense ('narrative past') (<i>gr.</i>) |
| ماضي بعيد | <i>mā.zi-ye ba.'id</i> | past perfect tense (<i>lit.</i> , 'remote past') (<i>gr.</i>) |
| کامل | <i>kā.mel</i> | perfect (<i>adj.</i>) (<i>gr.</i>) |
| تا به حال | <i>tā be hāl</i> | until now, so far (= تا حالا) |
| خوابیدن | <i>khā.bi.dan</i> | to sleep; to go to bed (pres. stem: خواب [<i>khāb</i>]) |
| پوشیدن | <i>pu.shi.dan</i> | to wear (pres. stem: پوش [<i>push</i>]) |
| مردن | <i>mor.dan</i> | to die (pres. stem: میر [<i>mir</i>]) |
| مرده | <i>mor.de</i> | dead |
| صحبت کردن | <i>soh.bat kar.dan</i> | to speak [کن → کردن] |
| فارغ التحصيل | <i>fā.re.gh-ot-tah.sil</i> | a graduate student [<i>lit.</i> , 'free from studies'] |
| فارغ التحصيل شدن | <i>fā.re.ghot.tah.sil sho.dan</i> | to graduate (from a college) [شو → شدن] |
| فقط | <i>fa.ghat</i> | only |
| خبر | <i>kha.bar</i> | news (countable in Persian) |
| والدين | <i>vā.le.deyn</i> | parents |
| افغانستان | <i>af.ghā.nes.tān</i> | Afghanistan |

| | | |
|-------------|-----------------------------|--|
| ازبکستان | <i>oz.ba.kes.tān</i> | Uzbekistan |
| سعدی | <i>sa'.di</i> | Saadi (poet, ca. 1195–1226) |
| حافظ | <i>hā.fez</i> | Hafez or Hafiz (poet, ca. 1326–1389) |
| فروغ فرخزاد | <i>fo.rugh far.rokh.zād</i> | Forugh Farrokhzād (poet, 1934–1967) |
| شعر | <i>she'r</i> | poem; poetry (<i>pl.</i> اشعار, <i>ash. 'ār</i>) |
| قهوه | <i>ghah.ve</i> | coffee |
| قهوه‌ای | <i>ghah.ve.i</i> | brown |
| آذر | <i>ā.zar</i> | Āzar (girl's name) |
| بابک | <i>bā.bak</i> | Bābak (boy's name) |

13.1 Past participle

The past participle is *past stem* + the final *-e* sound (written, naturally, with silent *hē*) – for all verbs, without exception. You might have learned already some past participles without knowing it – like گذشته :

Infinitive: گذشتن [*gozashtan*, to pass]

Past stem (= what remains from infinitive after you drop the final *-an*): گذشت [*gozasht*]

Past participle (after you add the *-e* suffix): گذشته [*gozashte*, passed or past]

As گذشته shows, a past participle – in Persian called اسم مفعول as well as صفت مفعولی ('participial adjective') – can be used as an adjective or a noun. Similar to nouns and adjectives, it has its stress on the last syllable. When used as a noun, it can take a plural suffix if needed, following the same rules we learned for nouns (2.1.1). It can also take the *na-* prefix, with a meaning similar to the English *un-* prefix. Some examples:

هفته گذشته [*hafte-ye gozashte*, last week]

در گذشته [*dar gozashte*, in the past]

گذشته‌ها [*gozashte-hā*, past times]

مرده‌ها / مردگان [*morde-hā / mordegān*, the deceased]

یک کتابِ نخونده [*yek ketāb-e nakhānde*, an unread book]

The most important function of past participles, however, is their role in the formation of *perfect* tenses and constructions.

Present
perfect tense:
زمان حالِ کامل
or ماضی نقلی

13.2 Some general remarks about *perfect* tenses and constructions

1. As in English, perfect tenses and constructions are often about something that happens *before* a point of time (whether in the past, present or future).
2. As in English, you will need an auxiliary verb – which is, unlike English, the verb *to be* in Persian (always its *shorter* version if present) and not *to have*!
3. In the negative, the prefix *na-* is attached to the past participle (= the main verb), unless you have *mi-*, which will then change to *nemi-*. Never change the auxiliary verb (*to be*) to the negative.

13.3 Present perfect tense: ماضی نقلی or زمانِ حالِ کامل

Formation: For the present perfect tense, you need the *past participle* of the verb followed by the shorter (or suffixed) version of the present tense of the verb *to be*. Since the past participle ends in silent *o* [*hé*], the verb *to be* – even this *suffixed* version – has to be written separately, usually by adding an *alef* to represent the glottal stop.

In spoken Persian, *است* is always dropped in the 3rd person singular and only the past participle remains. This can sometimes happen in more formal, written Persian also.

For the negative, add *na-* to the past participle.

Table 13.1: Present perfect tense of the verb نوشتن [*neveshtan*, to write]; past participle نوشته [*neveshte*]

| affirmative | negative |
|--|---|
| نوشته‌ام
[<i>neveshte'am</i> , I have written] | ننوشته‌ام
[<i>naneveshte'am</i> , I have not written] |
| نوشته‌ای
[<i>neveshte'i</i> , You (sg.) have written] | ننوشته‌ای
[<i>naneveshte'i</i> , You (sg.) have not written] |
| نوشته [است]
[<i>neveshte (ast)</i> , He/she has written] | ننوشته [است]
[<i>naneveshte (ast)</i> , He/she has not written] |

Table 13.1: (cont'd)

| affirmative | negative |
|--|---|
| نوشته‌ایم
[neveshte'im, We have written] | ننوشته‌ایم
[naneveshte'im, We have not written] |
| نوشته‌اید
[neveshte'id, You (pl.) have written] | ننوشته‌اید
[naneveshte'id, You (pl.) have not written] |
| نوشته‌اند
[neveshte'and, They have written] | ننوشته‌اند
[naneveshte'and, They have not written] |

Caution – Two things that you should never forget:

1. Always use the shorter (suffixed) *to be*: You can never say نوشته هستم instead of نوشته‌ام.
2. Always add *na-* to the *past participle* in the negative: Never say نوشته نیستم instead of ننوشته‌ام.

Usage: The Persian present perfect tense has a variety of functions, not all of which correspond with those of the same tense in English; the following are the most important among them:

- a) It is used for past actions or states whose influence and/or results are still felt and are relevant. Examples:

من این کتاب را خوانده‌ام = I have read this book.

مینا دیروز آمده (است) = Mina has come yesterday (i.e., she is still here).

حافظ در شیراز به دنیا آمده است = Hāfez [poet of 14th century] has been born (= was born) in Shirāz (a historical fact which is still pertinent).

In the above examples, the simple past tense would only emphasize the pastness of the actions and they would become irrelevant to the present time.

- b) *Careful: verbs of state!*

With a group of verbs that can be called *verbs of state* (because they show in what *state* the subject is), the present perfect tense is used

where you normally expect the present progressive to be used. Four important verbs of this group are نشستن (to sit), ایستادن (to stand), خوابیدن (to sleep) and پوشیدن (to wear). In these cases, the past participle is functioning as an adjective, and the main verb can be said to be the verb *to be* in its present tense – it only *resembles* the present perfect tense in its structure. If the past participle is not used in an adjectival sense, then the verb would be about an *act* rather than a *state* and would be the normal *present perfect* similar to other verbs. Also by using some adverb of time (to show *when* this started), we come closer again to the normal *present perfect* while keeping something of the *state*. Compare the following:

بابک نشست = Bābak sat down.

بابک می‌نشیند = Bābak sits down. (Maybe every day? Or maybe this is the *act* of sitting down: right now he is changing his position from standing to sitting.)

بابک نشسته است = Bābak is sitting. (This is about his *state*: he is in a *seated position* now.)

بابک از یک ساعت قبل اینجا نشسته است = Bābak has been sitting here since an hour ago (= he *has been* in this *seated position* ...).

آذر لباس آبی می‌پوشد = Āzar is putting on a blue dress (= an *act*), or: Āzar wears a blue dress (apparently always); but:

آذر لباس آبی پوشیده است = Āzar is wearing a blue dress (= a *state*); or:

آذر از ساعت هشت این لباس آبی را پوشیده است = Āzar has been wearing this blue dress since 8 o'clock (= she *has been* in this *state* ...).

- c) Since a *future perfect tense* is not common in Persian, the *present perfect* can be used instead of it whenever needed, usually with prepositions like تا or از (later in the book we will meet the same prepositions as conjunctions also, but that's not for here):

I [will] have written this letter tomorrow before Bābak's arrival.

- d) This tense was traditionally known in Persian grammar as the *narrative past* (ماضي نقلي) because of its usage when narrating some past event with some distance as something one just heard; but this usage of the present perfect will be explained later when discussing *indirect speech*.

Examples:

من تا به حال ایران را ندیده‌ام (Until now I have not seen Iran.)

آیا این کتاب را خوانده‌اید؟ (Have you read this book?)

از دو سال قبل از او خبری نداشته‌ایم (We have had no news/have not heard from him since two years ago.)

امروز پنجره‌ها را تمیز کرده‌اند (They've cleaned the windows today.)

او همیشه چای بیشتر از قهوه دوست داشته است (He/she has always liked tea more than coffee.)

13.4 Present perfect progressive tense:

زمان حال کامل استمراری

This is simply formed by adding the prefix *mi-* (or *nemi-* in the negative) to the past participle in the *present perfect tense* (13.3). It usually emphasizes the continuation of the action from sometime in the past until the present; normally a period of time is mentioned or a frequency adverb is used. When used in this tense, the 'verbs of state' mentioned above are treated in the same way as other verbs.

بودن and داشتن are usually not used in this tense.

Examples:

تا قبل از آمدن شما کتاب می‌خوانده‌ایم (We have been reading books [until] before your coming/before you came.)

او همیشه بیشتر از برادرش غذا می‌خورده است (He has always eaten/ been eating more than his brother.)

آنها معمولاً در این اتاق می‌خوابیده‌اند (They have usually been sleeping in this room.)

13.5 Past perfect tense: ماضی بعید or زمان گذشته کامل

The past perfect tense is like the present perfect tense except that it uses the past tense of the verb *to be* as an auxiliary instead of its present tense.

It is used for actions that happened before other past actions or before a point of time in the past.

For 'verbs of state' (see 13.3/b) it serves as the past progressive – or it is the simple past tense of *to be* + past participle used as adjective.

Understandably, the verb بودن – used as auxiliary here – has no *past perfect* itself (i.e., there is no بوده بودم, etc.) and the simple past tense is used instead.

Examples:

من قبل از شما آن کتاب را خوانده بودم (I had read that book before you.)
 آذر هرگز به آنجا نرفته بود (Āzar had never gone there.)

Exercises

13.6 Past perfect progressive tense:

زمان گذشته کامل استمراری

This is theoretically possible (by adding *mi-* to the past perfect), but hardly ever used in Persian: usually the *past progressive* or *past perfect* are used instead.

See Table 15.3 (Unit 15) for an overview of all tenses.

Exercises

Exercise 13.1

What tense/person are the following verbs in and what are their past participles?

Examples: آمده (simple past, 3rd sg., neg.) → نیامد, گفته (imp. sg.) → بگو

۱. نبین ۲. می‌زنید ۳. خوردم ۴. می‌میرند ۵. بخوابید ۶. بینداز ۷. می‌ترسی
۸. می‌نویسیم ۹. ببزید ۱۰. بیا

Exercise 13.2

Change the tense in the following sentences from simple past to present perfect.

Example: خورده‌ام → غذایی را خوردم

۱. هرگز به تاجیکستان سفر نکرد.
۲. بعد از آمدن مهمانها بچه مریض شد.
۳. هیچیک از دانشجویان کلاس آن کتاب را نخواندند.
۴. از رسیدن نامه خواهرم خوشحال شدم.
۵. لورا در مصر زبان عربی را یاد گرفت.

۶. شعر حافظ را خیلی خوب فهمیدید.
۷. امروز باز هم غذای ایرانی پختم.
۸. هیچیک از دانشجویان در امتحان رد نشدند.
۹. در دانشگاه اصفهان ادبیات فارسی تدریس کرد.
۱۰. استادمان درباره جشن سال نو در ایران، تاجیکستان، افغانستان و ازبکستان صحبت کرد.

Exercise 13.3

Translate the sentences of Exercise 13.2 (in the *present perfect*).

Exercise 13.4

Use the present perfect in the following sentences, then translate the sentence.

۱. امروز استادمان کفشهای قهوه‌ای (پوشیدن).
۲. من هرگز همه روز در کتابخانه (نه + نشستن).
۳. او دیشب فقط چهار ساعت (خوابیدن).
۴. امروز خانم معلم یک لباس فرمز (پوشیدن).
۵. او خیلی با من (صحبت کردن).
۶. سه پرندۀ قرمز زیبا روی درخت (نشستن).
۷. دختر کوچک ما در اتاقش (خوابیدن).
۸. ما از ساعت هشت صبح در ایستگاه قطار (ایستادن).
۹. قطار از ساعت هشت و ربع در ایستگاه (ایستادن).
۱۰. هوا خیلی سردتر (شدن).

Exercise 13.5

Use the past perfect in the following sentences.

۱. حافظ قبل از سعدی (به دنیا آمدن).
۲. من آن روز لباس سبزم را (پوشیدن).
۳. پدرش قبل از مریض شدن مادرش (مردن).
۴. قبل از آمدنم به آمریکا، من زبان انگلیسی (یاد گرفتن).
۵. والدینم هرگز به آمریکا (نه + سفر کردن).

۶. او قبل از خریدن خانه نو در تهران با خانواده‌اش خیلی
(صحبت کردن).
۷. من هرگز اسم این گل را (ن + شنیدن).
۸. آیا آنها برای دیدن شما (آمدن) یا کار دیگری داشتند؟
۹. تو خیلی خسته بودی و با لباس و کفش (خوابیدن).
۱۰. ما این نامه را تا دیروز (ن + خواندن).

Exercise 13.6

Translate the following sentences into English.

۱. آن خانم با بچه‌اش از یک ساعت قبل برای دیدن دکتر اینجا نشسته است.
۲. من تا به حال به افغانستان سفر نکرده‌ام.
۳. از یک سال قبل تا حالا هیچیک از دوستان ایرانی‌ام را ندیده‌ام.
۴. تا سال آینده او از دانشگاه فارغ التحصیل شده است.
۵. معمولاً تا ساعت دو بعد از ظهر غذایم را خورده‌ام.
۶. هیچوقت دوشنبه‌ها برای خرید به بازار نرفته‌ایم.
۷. امروز قاشق‌ها و چنگال‌ها را روی میز نگذاشته‌اند.
۸. شهنواز روزهای جمعه همیشه بیشتر می‌خوانیده است.
۹. فروغ همیشه شاعری مهم به شمار می‌آمده است.
۱۰. مادرم از سه ساعت پیش آشپزی می‌کرده است.

IDIOMS – PROVERBS – APHORISMS – POEMS

بهاری دیگر آمده است، آری
اما برای آن زمستانها که گذشت، نامی نیست
نامی نیست

Yes, a new spring has come

but for those winters that passed, there's no name – no name.

(From a poem by Ahmad Shāmlu, 1925–2000.)

UNIT FOURTEEN

Subjunctive
(Present or simple
subjunctive)

فصل ۱۴

التزامی
(التزامی حال یا
ساده)

New words in this unit

| | | |
|-------------------|-------------------------------|--|
| التزامی | <i>el.te.zā.mi</i> | subjunctive (gr.) |
| سحر | <i>sa.har</i> | dawn |
| سحرخیز | <i>sa.har-khiz</i> | early riser (from sleep) |
| کامروا | <i>kām-ra.vā</i> | happy (in life) |
| آرزو | <i>ā.re.zu</i> | wish |
| آرزو کردن | <i>ā.re.zu kar.dan</i> | to wish [کن → کردن] |
| آرزو داشتن | <i>ā.re.zu dāsh.tan</i> | to have (the) wish [دار → داشتن] |
| امید | <i>o.mid</i> | hope |
| امیدوار | <i>o.mid.vār</i> | hopeful |
| امیدوار بودن | <i>o.mid.vār bu.dan</i> | to hope [<i>lit.</i> , 'to be hopeful']
[باش → بودن] |
| آوردن | <i>ā.var.dan</i> | to bring (pres. stem: آور [<i>ā.var</i>]) |
| به یاد آوردن | <i>be yād ā.var.dan</i> | to remember, to bring (back)
to mind [آور → آوردن] |
| پیشنهاد | <i>pish.na.hād</i> | suggestion |
| پیشنهاد کردن | <i>pish.na.hād kar.dan</i> | to suggest, to propose
[کن → کردن] |
| شک | <i>shak</i> | doubt |
| شک کردن (به/ در) | <i>shak kar.dan (be/dar)</i> | to doubt [کن → کردن] |
| شک داشتن (به/ در) | <i>shak dāsh.tan (be/dar)</i> | to have doubts (in/about)
[دار → داشتن] |

| | | |
|--------------------|--------------------------------|---|
| مطمئن | <i>mot.ma.'en</i> | sure, certain |
| اطمینان | <i>et.mi.nān</i> | certainty; trust |
| اطمینان کردن (به) | <i>et.mi.nān kar.dan (be)</i> | to trust (usually so.)
[کن → کردن] |
| اطمینان داشتن (به) | <i>et.mi.nān dāsh.tan (be)</i> | to have trust (in) [دار → داشتن] |
| احتمال | <i>eh.te.māl</i> | likelihood |
| احتمال داشتن | <i>eh.te.māl dāsh.tan</i> | to be likely [دار → داشتن] |
| ممکن | <i>mom.ken</i> | possible; likely |
| امکان | <i>em.kān</i> | possibility |
| امکان داشتن | <i>em.kān dāsh.tan</i> | to be possible or likely
[دار → داشتن] |
| تصور | <i>ta.sav.vor</i> | assumption; imagination |
| تصور کردن | <i>ta.sav.vor kar.dan</i> | to assume or imagine
[کن → کردن] |
| تشویق | <i>tash.vigh</i> | encouragement |
| تشویق کردن | <i>tash.vigh kar.dan</i> | to encourage [کن → کردن] |
| استخدام | <i>es.tekh.dām</i> | hiring |
| استخدام کردن | <i>es.tekh.dām kar.dan</i> | to employ, to hire [کن → کردن] |
| استخدام شدن | <i>es.tekh.dām sho.dan</i> | to be employed or hired
[شو → شدن] |
| استراحت | <i>es.te.rā.hat</i> | rest |
| استراحت کردن | <i>es.te.rā.hat kar.dan</i> | to rest (intr.) [کن → کردن] |
| سعی | <i>sa'y</i> | effort (y in transcription is a
consonant!) |
| سعی کردن | <i>sa'y kar.dan</i> | to try [کن → کردن] |
| بازی | <i>bā.zi</i> | play; game |
| بازی کردن | <i>bā.zi kar.dan</i> | to play [کن → کردن] |
| درست | <i>do.rost</i> | right, correct; fixed |
| درست کردن | <i>do.rost kar.dan</i> | to correct; to fix; to do or
make (as doing hair, cooking
food) [کن → کردن] |

| | | |
|-----------------|--------------------------------------|--|
| تمام | <i>ta.mām</i> | whole, complete; full; finished |
| تمام کردن | <i>ta.mām kar.dan</i> | to finish (<i>tr.</i>) [کن → کردن] |
| تمام شدن | <i>ta.mām sho.dan</i> | to get finished [شو → شدن] |
| فراموش کردن | <i>fa.rā.mush kar.dan</i> | to forget [کن → کردن] |
| حدس | <i>hads</i> | guess |
| حدس زدن | <i>hads za.dan</i> | to guess [زن → زدن] |
| تصمیم | <i>tas.mim</i> | decision |
| تصمیم گرفتن | <i>tas.mim ge.reftan</i> | to decide [گیر → گرفتن] |
| نظر | <i>na.zar</i> | view, opinion |
| به نظر رسیدن | <i>be na.zar re.si.dan</i> | to seem, to appear
[رس → رسیدن] |
| رای | <i>ra'y</i> | vote; verdict; opinion
(y in transcription is
a consonant!) |
| رای دادن | <i>ra'y dā.dan</i> | to vote [ده → دادن] |
| باور کردن | <i>bā.var kar.dan</i> | to believe [کن → کردن] |
| تلفن زدن / کردن | <i>te.le.fon za.dan/
kar.dan</i> | to telephone, to call
[کن → کردن / زن → زدن] |
| در آوردن | <i>dar-ā.var.dan</i> | to take off (as clothes)
[آور → آوردن] |
| توانستن | <i>ta.vā.nes.tan</i> | can, to be able to (pres. stem:
[ta.vān]) |
| باید | <i>bā.yad</i> | must; should (modal verb;
same form for all persons) |
| شاید | <i>shā.yad</i> | maybe, perhaps; may (modal
verb; same form for all
persons) [stress on <i>shā</i> -] |
| کاش / کاشکی | <i>kāsh / kāsh.ki</i> | 'if only' or 'I wish' |
| وقتی (که) | <i>vagh.ti (ke)</i> | when (<i>conj.</i>); also written
joined (و وقتی که) |
| همینکه | <i>ha.min-ke</i> | as soon as |
| برای اینکه | <i>ba.rā.ye in-ke</i> | because, for (<i>conj.</i>) |
| قبل از آنکه | <i>ghabl az ān-ke</i> | before (<i>conj.</i>) |

| | | |
|----------|-----------------|----------------------------------|
| چون | chon | because (conj.) |
| هدف | ha.daf | goal; target (pl. اهداف, ah.dāf) |
| زیرا | zi.rā | because (conj.; form.) |
| قصد | ghasd | intention |
| منظور | man.zur | purpose; aim |
| نیّت | niy.yat | desire; objective |
| چمدان | cha.me.dān | suitcase |
| تلویزیون | te.le.vi.zi.yon | television |
| همکلاسی | ham-ke.lā.si | classmate |
| حتماً | hat.man | certainly |
| سریع | sa.ri' | fast |
| کور | kur | blind |

14.1 Formation

In this book the *simple* (or *present*) *subjunctive* will be referred to as the *subjunctive*. And the *subjunctive* is basically:

THE PREFIX *BE-* + PRESENT STEM + CONJUGATIONAL SUFFIXES.

It can be said that it combines the features of the present tense and the imperative: the stressed *بی* [*be-*] prefix of the imperative replaces the *می* [*mi-*] prefix of the present tense for all persons. In the negative, the *بی* [*be-*] prefix is replaced by the stressed negative *ن* [*na-*] prefix.

Table 14.1: The verb ماندن [*māndan*, to stay] – from present tense and imperative to subjunctive

| Present tense
زمان حال | Imperative
امر | Subjunctive
التزامی |
|---|--|--|
| می مانم [<i>mi-mānam</i>] I stay
نمی مانم [<i>nemi-mānam</i>]
I don't stay | | بمانم [<i>be-mānam</i>]
نمانم [<i>na-mānam</i>] |
| می مانی [<i>mi-māni</i>]
you (sg.) stay
نمی مانی [<i>nemi-māni</i>]
You don't stay | بمان! [<i>be-mān</i>]
Stay! (sg.)
نمان! [<i>na-mān</i>]
Don't stay! (sg.) | بمانی [<i>be-māni</i>]
نمانی [<i>na-māni</i>] |

Table 14.1: (cont'd)

| Present tense
زمان حال | Imperative
امر | Subjunctive
التزامی |
|--|--|--|
| می ماند [mi-mānad] he stays
نمی ماند [nemi-mānad]
he doesn't stay | | بماند [be-mānad]
نماند [na-mānad] |
| می مانیم [mi-mānim] we stay
نمی مانیم [nemi-mānim]
we don't stay | | بمانیم [be-mānim]
نمانیم [na-mānim] |
| می مانید [mi-mānid] you (pl.) stay
نمی مانید [nemi-mānid]
you don't stay | بمانید! [be-mānid] Stay! (pl.)
نمانید! [na-mānid] Don't stay! (pl.) | بمانید [be-mānid]
نمانید [na-mānid] |
| می مانند [mi-mānand] they stay
نمی مانند [nemi-mānand]
they don't stay | | بمانند [be-mānand]
نمانند [na-mānand] |

Note the similarity in form! As Table 14.1 shows, for at least one person (2nd person plural) the imperative and subjunctive use exactly the same form. The context will help you decide which function the verb has:

امروز اینجا بمانید! = Stay here today!

چرا اینجا بمانید؟ = Why [should you] stay here?

(Compare with present tense: چرا اینجا می مانید؟ = Why do you stay/are you staying here?)

14.1.1 Glide

As in the imperative, the *be-* prefix (or *na-* for the negative) would require the glide ی [-y] if the present stem starts with the vowels *ā-*, *a-* or *o-* (all of them represented in writing by the letter *alef*). The only verb starting with the initial *i-* sound (ایستادن [istādan], to stand) does not need a glide. The pronunciation of *be-* would change in these cases to *bi-*. In the case of the short vowels *a-* and *o-*, 'good Persian' requires that the initial letter *alef* be dropped in writing when the glide is added.

Table 14.2: Some verbs with present stems starting with a vowel

| Verb | Present stem | Present tense | Subjunctive |
|--|---|--|---|
| انداختن
<i>andākhtan</i>
to throw | انداز
<i>andāz</i> | می اندازم
<i>mi-andāzam</i>

نمی اندازم
<i>ne mi-andāzam</i> | بیندازم
<i>bi-yandāzam</i>

نبیندازم
<i>na-yandāzam</i> |
| افتادن
<i>oftādan</i>
to fall | افت
<i>oft</i> | می افتم
<i>mi-oftam</i>

نمی افتم
<i>nemi-oftam</i> | بیافتم
<i>bi-yoftam</i>

نیافتم
<i>na-yoftam</i> |
| آمدن
<i>āmadan</i>
to come | آ
<i>ā</i> | می آیم
<i>mi-āyam</i>

نمی آیم
<i>nemi-āyam</i> | بیایم
<i>bi-yāyam</i>

نیایم
<i>na-yāyam</i> |
| ایستادن
<i>istādan</i>
to stand/stop | ایست
<i>ist</i>
No glide
needed! → | می ایستم
<i>mi-istam</i>

نمی ایستم
<i>nemi-istam</i> | بایستم
<i>be-istam</i>

نایستم
<i>na-istam</i> |

Formation

14.1.2 Compound verbs

The affirmative *be-* and negative *na-* prefixes are usually added to the verbal part of compound verbs. Example:

Table 14.3: Compound verb: comparison of present tense and subjunctive:

| | Present Tense | Subjunctive |
|-------------|--|---------------------------------|
| affirmative | راه می روم
<i>rāh mi-ravam</i>

I walk/
I'm walking | راه بروم
<i>rāh be-ravam</i> |
| negative | راه نمی روم
<i>rāh nemi-ravam</i>

I don't walk/
I'm not walking | راه نروم
<i>rāh na-ravam</i> |

14.1.3 Omission of 'be-' prefix in [most of the] compound verbs

Similar to the imperative, the subjunctive *be-* prefix is also dropped in two major groups of compound verbs:

- when the first part ('non-verbal' part) of a compound verb is the preposition *بر* [*bar-*] as in *برگشتن* [*bar-gashtan*, to return]; occasionally, and only as one option not as a general rule, with other prepositions like *در* [*dar-*] as in *درآوردن* [*dar-āvardan*, to take off (like clothes)];
- when one of the verbs *کردن* [*kardan*] or *شدن* [*shodan*] – the two verbs used to form the great majority of all compound verbs in Persian – constitutes the verbal part of the compound. (This applies to *شدن* used for the passive also. Compare: *آن را نباید بخورید* [You shouldn't eat it], but *آن نباید خورده شود* [That should not be eaten].)

Note: Dropping *be-* in the above cases is more common in formal/written Persian than in colloquial/Tehrani Persian.

Table 14.4: Compound verbs: omission of *be-* prefix

| Present tense | Subjunctive |
|---|---|
| <p>بر می‌گردم
<i>bar-mi-gardam</i>
I return/I'm returning</p> <p>بر نمی‌گردم
<i>bar-nemi-gardam</i>
I don't return/I'm not returning</p> | <p>بر گردم
<i>bar-gardam</i></p> <p>بر نگردم
<i>bar-na-gardam</i></p> |
| <p>کار می‌کنم
<i>kār mi-konam</i>
I work / I'm working</p> <p>کار نمی‌کنم
<i>kār nemi-konam</i>
I don't work/I'm not working</p> | <p>کار کنم
<i>kār konam</i></p> <p>کار نکنم
<i>kār na-konam</i></p> |
| <p>خوشحال می‌شوم
<i>khosh-hāl mi-shavam</i>
I [will] become happy/I'd be happy</p> <p>خوشحال نمی‌شوم
<i>khosh-hāl nemi-shavam</i>
I don't become happy/I won't be happy</p> | <p>خوشحال شوم
<i>khosh-hāl shavam</i></p> <p>خوشحال نشوم
<i>khosh-hāl na-shavam</i></p> |

14.1.4 The verbs to be and to have

It should not come as a surprise that the verbs بودن [to be] and داشتن [to have] have their special forms, and that these special forms are again similar to what we learned about their *imperative* forms:

1. بودن uses باش as stem and needs no بـ prefix;
2. داشتن (in its 'more irregular form' – see 9.3) uses again the 'perfect' form: *past participle* + the *subjunctive* of بودن. In the negative, نه is added to the main verb (= past participle). The 'less irregular' group of compounds with داشتن simply conjugate the stem of the present [دار] and, similar to most of the other compounds, do not use the prefix بـ.

Table 14.5: Subjunctive of to be and to have – affirmative and negative – conjugated for all persons

| نگه داشتن
(less irregular
compound) | دوست داشتن | داشتن | بودن |
|---|-------------------|--------------|--------|
| نگه دارم | دوست داشته باشم | داشته باشم | باشم |
| نگه ندارم | دوست نداشته باشم | نداشته باشم | نباشم |
| نگه داری | دوست داشته باشی | داشته باشی | باشی |
| نگه نداری | دوست نداشته باشی | نداشته باشی | نباشی |
| نگه دارد | دوست داشته باشد | داشته باشد | باشد |
| نگه ندارد | دوست نداشته باشد | نداشته باشد | نباشد |
| نگه داریم | دوست داشته باشیم | داشته باشیم | باشیم |
| نگه نداریم | دوست نداشته باشیم | نداشته باشیم | نباشیم |
| نگه دارید | دوست داشته باشید | داشته باشید | باشید |
| نگه ندارید | دوست نداشته باشید | نداشته باشید | نباشید |
| نگه دارند | دوست داشته باشند | داشته باشند | باشند |
| نگه ندارند | دوست نداشته باشند | نداشته باشند | نباشند |

14.2 Use

The *subjunctive* is much more common in Persian than one expects. The reason is that, when compared with English, in Persian it combines the functions of the *subjunctive* and the *infinitive* (when the latter is used as a dependent

or 'second' verb in English). We will learn here some of the most common verbs, conjunctions and structures that would require the subjunctive, but the list should be completed as you learn more verbs and idioms.

14.2.1 Used independently

When used independently, an unstated modal verb (like *must*, *should*, *might*, *let's* ...) is understood. Examples:

برویم خرید! (Let's go shopping!)

به مادرش چیزی نگوید! (He shouldn't tell his mother anything!)

چند بار بگویم؟ (How many times should I say?)

When used for the second person singular, it is stronger than the imperative and can also imply a warning. (The second person plural, as we have already seen in section 14.1, has the same form as the imperative.) Compare:

- Imperative: آن نامه را بنویس! (Write that letter!)
- Subjunctive: آن نامه را بنویسی! (Don't forget to write [or make sure that you write] that letter!)

14.2.2 Used after certain conjunctions that denote possibility or uncertainty

This includes present and future conditionals (اگر, *agar*, if) and wishes (کاش, *kāsh*, I wish) as well as some other conjunctions in either time clauses or other kinds of complement clauses that express some objective, suggestion or possibility.

- i. In conditionals, it is only the 'if clause' that *might* use the subjunctive. For a detailed discussion of conditionals and wishes, see Unit 16. Two examples:

اگر امروز بیاید، او را می‌بینم. (If he comes today, I'll see him.)

کاش امروز بیاید! (I wish he came today!)

- ii. For a more detailed discussion of time clauses, see Unit 18. As a major group, all conjunctions meaning 'before' would require the subjunctive (usually for the past as well). A few examples of time clauses and complement clauses:

دیروز قبل از آنکه بیاید، به من تلفن زد. (He called me yesterday before he came.)

فردا قبل از آنکه بیاید، تلفن خواهد زد. (He will call tomorrow before he comes.)

همینکه بیاید، پولش را می‌دهیم. (We will give him his money as soon as he comes.)

صبر کردم تا همه بروند. (I waited for everyone to go.)

چیزی بدهید که بخورم. (Give me something to eat.)

هرچه بخواهید، به شما می‌دهم. (I'll give you whatever you want.)

کتابی بخر که حتماً بخوانی. (Buy a book that you are certain to read.)

14.2.3 Used as a dependent second verb

The first verb in this case is either a modal verb or one expressing a wish, command, possibility, purpose ('in order to'), and the like. Or it is used simply when the action described by the second verb happens (or is/was supposed to happen) after that of the first verb, thus leaving room for some uncertainty (because it may also not happen; it is talk about the future and what is going to happen next).

A comparison with English will show again that the Persian subjunctive in this case functions very much like the English infinitive used as the second verb. Let's compare *remember to do something* with *remember doing something* in English. When you *remember to do* something, you first *remember* and then *do* something. But when you *remember doing* something, you first *did* something and then you *remember* it. It is exactly the same in Persian:

به یاد آوردم که نامه را بنویسم. (I remembered to write the letter.)

نوشتن نامه را به یاد آوردم. (I remembered writing the letter.)

For expressing purpose ('in order to'), it is possible to simply use the subjunctive without any conjunction (again like the infinitive in English):

رفتم مینا را ببینم. (I went to see Mina.)

Or conjunctions can be used, the most common of which are *که* and *تا*, or a variety of other compound conjunctions (به این منظور که), or *با این هدف که*, or *به این قصد که*, or *به منظور آن که*, etc.). Examples:

رفتم مینا را ببینم. (I went to see Mina.)

سحرخیز باش تا کامروا باشی (Proverb: 'Be an early riser in order to be happy in life.')

کمی نشستیم برای اینکه استراحت کنیم (We sat down for a little while in order to rest.)

Note: اینکه برای is sometimes used in the sense of 'for the reason that' (or 'because,' like چون and زیرا), and in that case it would not require the subjunctive:

نرفتم، برای اینکه هوا سرد بود (I did not go, because it was cold.)

Examples with modals and other verbs:

باید صبر کنید (You have to wait.)

می‌توانیم برویم (We can go.)

می‌خواهید بدانید؟ (Do you want to know?)

تصمیم گرفتم او را ببینم (I decided to see him.)

به او بگوئید کمی دیرتر بیاید (Tell him to come a little later.)

سعی کنید آن را باز کنید (Try to open it.)

See the different options for the negative and the change in meaning:

به من گفت بروم (He told me to go.)

به من نگفت بروم (He didn't tell me to go.)

به من گفت نروم (He told me not to go.)

به من نگفت نروم (He didn't tell me not to go.)

می‌توانم ببینم (I can see.)

نمی‌توانم ببینم (I cannot see.)

می‌توانم نبینم (I can not see = I also have the option of not seeing.)

نمی‌توانم نبینم (I cannot not see = I cannot help seeing; I have to see.)

14.2.4 Uncertainty as decisive factor

With some verbs and expressions, affirmative and negative forms differ in using or not using the subjunctive because a change from certainty to uncertainty (and vice versa) is involved. Compare the following:

i. No need for the subjunctive when there is no doubt:

اطمینان دارم که او اینجا نیست. (I'm certain (that) he's not here.)

شک ندارم که او اینجا است. (I have no doubt that he's here.)

ii. The subjunctive is needed because of doubt and uncertainty:

اطمینان ندارم که او اینجا باشد. (I'm not sure if he's here.)

شک دارم که او اینجا باشد. (I doubt if he's here.)

Some verbs like فکر کردن (to think), تصور کردن (to imagine) and به نظر رسیدن (to seem) usually need the subjunctive when negative, but the subjunctive can be used with their affirmative also to decrease likelihood:

فکر نمی‌کنم که بیاید. (I don't think that he comes.)

فکر می‌کنم که بیاید. (I think that he probably comes.)

فکر می‌کنم که می‌آید. (I think he's coming.)

حدس زدن (to guess) is rarely used in the negative, and in the affirmative it is similar to the previous group, with the subjunctive making it less likely and referring more to what will happen in future:

حدس می‌زنم که نامه شما را بخواند. (I guess he will read your letter.)

حدس می‌زنم که نامه شما را می‌خواند.
(I guess/think that he reads/
is reading your letter.)

حدس می‌زدم که بیاید. (I guessed that he would come.)

حدس می‌زدم که می‌آید. (I guessed/knew that he would come.)

Some other verbs, however, always need the subjunctive: امکان بودن or ممکن بودن (to be possible), احتمال داشتن (to be likely), and all the verbs that have to do with hope (امیدوار بودن), with wishes (آرزو داشتن), or with trying, deciding, suggesting, encouraging and the like:

ممکن است / ممکن نیست که بداند. (It is possible/not possible that he knows.)

امیدوارم / امیدوار نیستم که بیاید. (I hope/do not hope that he comes.)

سعی نکرد / سعی کرد. (He tried/did not try to write.)

پیشنهاد کردم او را استخدام کنند. (I suggested that they hire him.)

او را تشویق کنید که برگردد. (Encourage him to return.)

Note that with شاید ('perhaps, maybe'; originally a modal) the use of the subjunctive is optional, depending on the degree of uncertainty. Compare:

شاید بیاید. (He may come.) We are speculating. No certainty.

شاید می آید. (Maybe he's coming.) There has been some hint or indication to this effect; we are imagining him coming, as some fact; he may be on his way right now.

Exercises

Exercise 14.1

Change the following verbs to the subjunctive (for the same person).

Example: *بیند* → *می بیند*

- | | |
|-------------------------------|---------------|
| (He/she does not hear.) | ۱. نمی شنود |
| (I eat/I'm eating.) | ۲. می خورم |
| (They read/they're reading.) | ۳. می خوانند |
| (I pick up/I'm picking up.) | ۴. برمی دارم |
| (They are.) | ۵. هستند |
| (You have.) | ۶. داری |
| (We don't buy/aren't buying.) | ۷. نمی خریم |
| (It opens/It's opening.) | ۸. باز می شود |
| (You write/are writing.) | ۹. می نویسید |
| (I'm not.) | ۱۰. نیستم |

Exercise 14.2

Change the verb in each of the following sentences to the subjunctive by adding the word(s) given in brackets.

Example:

I see him/her tomorrow. (It is possible) فردا او را می بینم. (ممکن است)
→ It is possible that I see him/her tomorrow. ← ممکن است فردا او را ببینم

- They're not returning tomorrow. (→ They might not ...)
فردا بر نمی گردند. (شاید)
- I bought a book yesterday. (تصمیم گرفتم)
یک کتاب خریدم. (→ decided to buy)

3. We do not know everything. (→ might) همه چیز را نمی‌دانیم. (ممکن است)
4. They bring that chair. (→ must) آن صندلی را می‌آورند. (باید)
5. He/she writes very well. (→ can write) خیلی خوب می‌نویسد. (می‌تواند)
6. When they came, we had eaten. (→ Before ...) وقتی که آنها آمدند، ما غذا خورده بودیم. (قبل از اینکه)
7. They have a very big house. (→ I doubt that ...) خانه خیلی بزرگی دارند. (شک دارم [که])
8. The teacher will bring your notebook. (→ We are not sure that ...) معلم دفترتان را خواهد آورد. (اطمینان نداریم [که])
9. The child falls from the table. (→ It is possible that ...) بچه از روی میز می‌افتد. (احتمال دارد [که])
10. With this food we will all get sick. (→ I don't think that ...) با این غذا ما همه مریض می‌شویم. (فکر نمی‌کنم [که])

Exercise 14.3

Use the correct form of the verb – where necessary or possible, the subjunctive.

Example: ممکن است او (نوشتن)، ولی من خیلی مطمئن (بودن).

→ ممکن است او بنویسد، ولی من خیلی مطمئن نیستم.
It is possible that he/she writes, but I'm not very sure.

۱. اگر شما فردا (آمدن)، همه خوشحال (شدن).
If you come tomorrow, everybody will be happy.

۲. فکر می‌کنم او (خواستن) فردا (رفتن).
I think he/she wants to go tomorrow.

۳. ما باید (سعی کردن) که او کمی بیشتر (ماندن).
We should try that he/she stays a little longer.

۴. شاید او (نه + دانستن) که می‌خواهیم به او رأی (دادن).
Maybe he/she doesn't know that we intend to vote for him/her.

۵. الآن من مردی را (دیدن) که یک چمدان بزرگ (داشتن).
Now I see a man who has a big suitcase.

۶. قبل از آنکه تو به او (گفتن)، پدرش از کس دیگری (شنیدن).
Before you told him, his/her father had heard [about it] from someone else.

۷. دیروز ما همه به باغ (رفتن) تا کباب (درست کردن).
Yesterday we all went to the garden to make kabab.

۸. هرچه سریعتر کار را (تمام کردن)، زودتر به خانه‌هایشان (برگشتن).
The faster they finish the work, the sooner they will return to their houses.

۹. آیا شما اطمینان (داشتن) که دخترتان درسهایش را خوب (خواندن)؟
Are you sure that your daughter is studying [her lessons] well?

۱۰. شما باید (توانستن) آن کار را تا هفته بعد (تمام کردن).
You must be able to finish that job by next week.

Exercise 14.4

In the following text, find all the verbs that have the subjunctive form and write them in a column, then write in front of each of them the word(s) that have made the use of the subjunctive (for that particular verb) necessary.

امروز با دخترم به مدرسه‌اش خواهم رفت تا با معلمش صحبت کنم. او همیشه بعد از مدرسه در خانه بازی می‌کند و اگر دربارهٔ تکلیف‌هایش از او بپرسم، می‌گوید هیچ تکلیفی ندارد. قبلاً من نمی‌توانستم این حرفش را باور کنم چون همیشه می‌دیدم که بچه‌های دیگر در خانه تکلیف‌های زیادی دارند. ولی دیروز در خیابان یکی از بچه‌هایی را که همکلاسی دخترم بود دیدم و او هم به من گفت که معلمشان هیچ تکلیفی به آنها نمی‌دهد. من نمی‌فهمم که این چطور ممکن است و اگر واقعاً تکلیفی برای خانه ندارند، چطور باید درس‌هایشان را یاد بگیرند؟

(Today I will go with my daughter to her school to talk to her teacher. After school, she usually plays at home and if I ask her about her homework, she says that she has no homework. I could not believe her words in the past, because I always saw that other children had a lot of homework at home. But yesterday I saw one of the children who was my daughter's classmate on the street, and she also told me that their teacher did not give them any homework. I do not understand how this is possible and if they really have no homework for home, how are they to learn their lessons?)

Exercise 14.5

Translate into Persian.

1. I can see much better with these new glasses.
2. I had always wanted to be a teacher.
3. How can you not see that big house?
4. When did you decide to sell all your books?
5. Don't let her watch TV all the time.
6. Don't forget to wash your hands before eating.
7. They had gone there to see their old mother.
8. You (*pl.*) should certainly try to find her a more comfortable job.
9. Didn't I tell you that you shouldn't trust them?
10. We have asked her to stay with us until the rain stops.

Exercises

IDIOMS – PROVERBS – APHORISMS – POEMS

رفت ابرویش را درست کند، چشمش را هم کور کرد

She went to groom her eyebrow, she blinded her eye also.

(Used for a person who wants to fix something, but makes it worse.)

سرخیز باش تا کامروا باشی

[Proverb: 'Be an early riser in order to be happy in life.']

UNIT FIFTEEN

فصل ۱۵

Perfect (or past)
subjunctive

التزامی کامل
(یا ماضی التزامی)

New words in this unit

| | | |
|------------------|--------------------------------|---|
| فروختن (به) | <i>fo.rukh.tan (be)</i> | to sell (<i>sth.</i> to <i>so.</i>) (pres. stem: فروش [<i>fo.rush</i>]) |
| تماشا کردن | <i>ta.mā.shā kar.dan</i> | to watch [کن → کردن] |
| خرج کردن | <i>kharj kar.dan</i> | to spend (money) [کن → کردن] |
| تصمیم داشتن | <i>tas.mim dāsh.tan</i> | to intend; to have the intention (to ...) [دار → داشتن] |
| قبول شدن (در/از) | <i>gha.bul sho.dan</i> | to be accepted (in); to pass (a test) [شو → شدن] |
| لذت | <i>lez.zat [form.: lazzat]</i> | enjoyment, pleasure |
| لذت بردن (از) | <i>lez.zat bor.dan (az)</i> | to enjoy ['get pleasure from' [بر → بردن]] |
| سخن | <i>so.khan</i> | speech, talk (<i>form.</i>) |
| سخن گفتن (با) | <i>so.khan gof.tan (bā)</i> | to speak (to) (<i>form.</i>) [گو → گفتن] |
| ویزا گرفتن | <i>vi.zā ge.ref.tan</i> | to get a visa [گیر → گرفتن] |
| تمام | <i>ta.mā.m-e</i> | all of |
| قرص | <i>ghors</i> | pill |
| ظرف | <i>zarf</i> | dish (<i>pl.</i> ظروف <i>zo.ruf</i>) |
| ماشین | <i>mā.shin</i> | car |
| تحصیل | <i>tah.sil</i> | education (always <i>pl.</i> تحصیلات <i>tah.si.lāt</i>) |

| | | |
|-------------|-----------------------------|----------------------------------|
| رشته تحصیلی | <i>resh.te-ye tah.si.li</i> | major (in education) |
| پزشکی | <i>pe.zesh.ki</i> | medicine |
| هنر | <i>ho.nar</i> | art; craft; skill |
| نهفته | <i>na.hof.te</i> | hidden (<i>lit.</i>) |
| قیمت | <i>ghi.mat / ghey.mat</i> | price |
| دما | <i>da.mā</i> | temperature (<i>form.</i>) |
| درجه | <i>da.re.je</i> | degree, grade; rank; thermometer |
| سانتیگراد | <i>sān.ti.ge.rād</i> | Centigrade |
| مشهد | <i>mash.had</i> | Mashhad (city in Iran) |
| نیویورک | <i>ni.yo.york</i> | New York |
| هاروارد | <i>hār.vārd</i> | Harvard |
| فرانسه | <i>fa.rān.se</i> | France; French language |

15.1 Perfect (or past) subjunctive – formation

You will need the *past participle* of the main verb + the [*simple or present*] *subjunctive* of the verb *to be*.

For the negative, add *na-* to the main verb (= to the *past participle*).

As in perfect tenses, the stress is on the final *-e* of the past participle, except in the negative, where *na-* will take the stress.

Table 15.1: Conjugating and comparing the two subjunctives

| INFINITIVE | PRESENT STEM | SUBJUNCTIVE | PAST PARTICIPLE | PERFECT (OR PAST) SUBJUNCTIVE | |
|------------|--------------|-------------|-----------------|-------------------------------|---------|
| خوردن | خور | بخورم | خورده | خورده باشم | 1st sg. |
| نشستن | نشین | بنشینم | نشسته | نشسته باشی | 2nd sg. |
| آوردن | آور | بیاورد | آورده | آورده باشد | 3rd sg. |
| گفتن | گو | بگوئیم | گفته | گفته باشیم | 1st pl. |
| برگشتن | برگرد | برگردید | برگشته | برگشته باشید | 2nd pl. |
| کار کردن | کار کن | کار کنند | کار کرده | کار کرده باشند | 3rd pl. |

As was the case with the (*simple* or *present*) subjunctive, here also the perfect subjunctive is not affected by the tense of the verb that it complements (see Table 15.2).

15.2 Usage

The perfect subjunctive is often used to show uncertainty, for things that may or may not have happened (in the past, or by a certain point of time in the future). As the first example in Table 15.2 shows, it can sometimes be translated into English as the present perfect.

Table 15.2: The two subjunctives: a comparison of usage

| Subjunctive | Perfect (Past) Subjunctive |
|---|---|
| فکر نمی‌کنم بیاید
I don't think he comes. | فکر نمی‌کنم آمده باشد
I don't think he has come. |
| فکر نمی‌کردم بیاید
I didn't think he would come. | فکر نمی‌کردم آمده باشد
I didn't think he had come. |
| می‌تواند بیاید
He can come. | می‌تواند آمده باشد
He can have come. |
| می‌توانست بیاید
He could come. | می‌توانست آمده باشد
He could have come. |
| شاید بیاید
He may come. | شاید آمده باشد
He may have come. |
| شاید نیاید
Maybe he won't come. | شاید نیامده باشد
Maybe he hasn't come. |
| باید بیاید.
He must come. | باید آمده باشد
He must have come. |

15.3 The verb داشتن

In Unit 14 we learned about داشتن (14.1.4) and its two different subjunctive forms, for the less irregular and more irregular versions.

1. In its less irregular version – used in some compounds like برداشتن or نگه داشتن – it follows the same rules as other verbs: PAST PARTICIPLE + [PRESENT] SUBJUNCTIVE of *to be*:

باشد (He may have taken it);

باشند (I don't think they have kept it).

2. In its more irregular version – closer to its original meaning ('to have') – it uses what can be called the 'perfect past participle' of داشتن (= PAST PARTICIPLE OF داشتن + PAST PARTICIPLE OF 'TO BE' [= داشته بوده]) before adding the subjunctive of *to be*:

باشد (She must have liked her mother a lot).

Persian tries to avoid using this latter construction (perfect past participle) and substitute it by other forms. The last example, for instance, would sound much better when said in this way:

است (Certainly she has liked her mother a lot).

Examples:

باشد (I doubt that he has written his assignments.)

باشید (I hope you have taken your pills.)

باشد (I hope he hasn't returned yet.)

باشی (Try to wash / Make sure that you have washed the dishes before your mother returns [*lit.*, before the return of your mother].)

15.4 All Persian tenses at a glance

With the *perfect subjunctive* covered, it is time to see all of the tenses (and the two subjunctives) together in one table.

Table 15.3: All Persian tenses and subjunctive

The verb رفتن (1st sg., affirmative and negative)

present stem: رو - past stem: رفت - past participle: رفته

| | Present | Past | Future | Subjunctive |
|------------------------|---------------------------|-----------------------------|-------------------------|-------------------------|
| SIMPLE | می‌روم
نمی‌روم | رفتم
نرفتم | خواهم رفت
نخواهم رفت | بروم
نروم |
| PROGRESSIVE | [دارم] می‌روم
نمی‌روم | [داشتم] می‌رفتم
نمی‌رفتم | | |
| PERFECT | رفته‌ام
نرفته‌ام | رفته بودم
نرفته بودم | | رفته باشم
نرفته باشم |
| PERFECT
PROGRESSIVE | می‌رفته‌ام
نمی‌رفته‌ام | (not common) | | |

Exercises**Exercise 15.1**

Change the underlined simple [present] subjunctives to perfect [past] subjunctives, then translate each sentence.

Example: شاید به آنها بگوید → شاید گفته باشد (He may have told them.)

۱. آنجا نباید هوا خیلی سرد باشد.
۲. شاید به کشورهای عربی نرود.
۳. ممکن است حرف شما را بشنود.
۴. فکر نمی‌کنم در سفرم اینقدر زیاد پول خرج کنم.
۵. شاید از تهران با ماشین به مشهد برگردیم.
۶. شک دارم که تمام غذایش را بخورد.
۷. چرا ممکن نیست او را بینی؟
۸. باید غذای خیلی خوبی برای مهمانها بپزد.
۹. سعی کن این نامه را تا فردا بنویسی.
۱۰. باید از روزهای آفتابی لذت ببرد.

Exercise 15.2

Use the simple (*present*) subjunctive in the following sentences, and mention in brackets the word that makes it necessary to use the subjunctive in each sentence.

Example: (شاید) بیاید → شاید او (آمدن)

۱. شاید فردا هوا سرد (شدن).
۲. شما باید بیشتر (استراحت کردن).
۳. شاید بتوانیم با قطار به نیویورک (رفتن).
۴. کاش می‌توانستم زودتر مادرم را (دیدن).
۵. کاش پیشنهاد می‌کردی ماشینش را (آوردن).
۶. هر کسی باید برای قبول شدن در رشته پزشکی خیلی (درس خواندن).
۷. شاید بعد از تمام شدن درس دوباره به شهرش (برگشتن).
۸. بچه‌های کوچک نباید هر فیلمی را (تماشا کردن).
۹. کاش می‌توانستید بیشتر با ما (بودن).
۱۰. باید مواظب باشم در ماه آینده کمتر پول (خرج کردن).

Exercise 15.3

Two of the sentences in the previous exercise had two subjunctive verbs each. Which sentences were they and what was the reason for using two subjunctives?

Exercise 15.4

Use the appropriate form of the present tense or the simple subjunctive.

Example: (آمدن) و یک خانه (خریدن)
→ بیایند/ بخرند

۱. تصمیم گرفتم با دوستم در یک خانه بزرگتر (زندگی کردن).
۲. احتمال دارد ماه بعد خانواده‌اش از ایران به دیدن او (آمدن).
۳. امروز من مریض (بودن) و باید (استراحت کردن).
۴. امروز بیشتر دانشجویان آمریکائی (آرزو داشتن) به دانشگاه هاروارد (رفتن).

۵. ما هیچوقت (توانستن) بیشتر از دو شب در آن هتل (ماندن).
۶. هیچیک از بچه‌ها (دوست داشتن) تعطیلات مدرسه (تمام شدن).
۷. او دارد (سعی کردن) تحصیلاتش را (تمام کردن) و در دانشگاه (استخدام شدن).
۸. رادیو (گفتن) فردا دمای هوا به ۲۵ درجه سانتیگراد (رسیدن).
۹. هیچکدام از ما (مطمئن بودن) در امتحان (قبول شدن).
۱۰. پدر و مادرم هیچ (امیدوار بودن) که (توانستن) به آمریکا (آمدن).

Exercise 15.5

In the following sentences, a) change the first verb to negative and translate the sentence, and b) change the second verb to negative (the first one remains affirmative) and translate the sentence.

Example: او گفت بروم

a) گفت → نگفت (He/she didn't tell me to go.)

b) بروم → نروم (He/she told me not to go.)

۱. می‌توانم با شما به رستوران بیایم.
۲. آیا شک دارید حرفش درست باشد؟
۳. باید حتماً چلوکباب ایرانی بخورید.
۴. ممکن است این خانه را به قیمت ارزانتری بخرند.
۵. دکترم پیشنهاد کرد این قرصها را بخورم.

Exercise 15.6

Translate the following sentences into English.

۱. کاش می‌توانستم کمتر کار کنم و بیشتر سفر کنم.
۲. باید همیشه امیدوار باشی و هرگز از مشکلات زندگی نترسی.
۳. حدس زد این نامه از دانشگاه باشد.
۴. شاید سال آینده برای تعطیلات به فرانسه بروم.
۵. کاش بتوانید اینقدر زیاد پول خرج نکنید.
۶. حدس می‌زنیم استادمان خوب بتواند کباب ایرانی درست کند.

۷. ممکن است فردا کلاسی نباشد.
 ۸. مطمئن نیست بتواند در دانشگاه هاروارد پزشکی بخواند.
 ۹. شاید کتابهای قدیمی‌اش را به من بفروشد.
 ۱۰. همیشه سعی کنید کمتر غصه بخورید و بیشتر از زندگی لذت ببرید.

IDIOMS - PROVERBS - APHORISMS - POEMS

تا مرد سخن نگفته باشد
 عیب و هنرش نهفته باشد
 (سعدی)

So long as a man/a person has not spoken, his faults and strengths are hidden.

(by Saadi, 13th century.)

(In the second line, باشد = است [archaic usage].)

UNIT SIXTEEN

Conditionals and
wishes

فصل ۱۶

وجه شرطی؛
بیان آرزو

New words in this unit

| | | |
|----------|----------------------------|--|
| وجه | <i>vajh</i> | mode (gr.) |
| شرطی | <i>shar.ti</i> | conditional (gr.) |
| اگر | <i>a.gar</i> | if (in conditional) |
| پس | <i>pas</i> | then (in conditional) |
| بیان | <i>ba.yān</i> | statement, expression |
| تخفیف | <i>takh.fif</i> | discount |
| طلاق | <i>ta.lāgh</i> | divorce |
| تولد | <i>ta.val.lod</i> | birth |
| روز تولد | <i>ru.z-e ta.val.lod</i> | birthday |
| جشن تولد | <i>jash.n-e ta.val.lod</i> | birthday party (lit., 'celebration of birth[day]') |
| چراغ | <i>che.rāgh</i> | light, lamp |
| شناختن | <i>she.nākh.tan</i> | to know (a person), to recognize, to be familiar with (present stem: شناس [she.nās]) |
| سرود | <i>so.rud</i> | song; hymn |
| سُرودن | <i>so.ru.dan</i> | to compose a poem (pres. stem: سُرَا [so.rā]) |
| غزل | <i>gha.zal</i> | ghazal; a genre in poetry |
| بستن | <i>bas.tan</i> | to close; to tie; to attach (pres. stem: بَند [band]) |
| بُردن | <i>bor.dan</i> | to win (a prize or match); to take (pres. stem: بَر [bar]) |

| | | |
|-------------------|--------------------------------|---|
| دزد | <i>dozd</i> | thief |
| دزدیدن | <i>doz.di.dan</i> | to steal (pres. stem: دُزد [<i>dozd</i>]) |
| دروغ | <i>do.rugh</i> | lie |
| دروغ گفتن | <i>do.rugh gof.tan</i> | to tell a lie; to lie [گو → گفتن] |
| احتیاج | <i>eh.ti.yāj</i> | need |
| احتیاج داشتن (به) | <i>eh.ti.yāj dāsh.tan (be)</i> | to need (<i>sth.</i>) [دار → داشتن] |
| (دنبال ...) گشتن | <i>don.bā.l-e ... gash.tan</i> | to search (for ...) [گرد → گشتن] |
| شنا | <i>she.nā</i> | swimming |
| شنا کردن | <i>she.nā kar.dan</i> | to swim [کن → کردن] |
| رانندگی | <i>rā.nan.de.gi</i> | driving |
| رانندگی کردن | <i>rā.nan.de.gi kar.dan</i> | to drive [کن → کردن] |
| زمین | <i>za.min</i> | earth; ground; field (in sports) |
| زمین خوردن | <i>za.min khor.dan</i> | to fall down; to fall on the ground [خور → خوردن] |
| لاغر | <i>lā.ghar</i> | thin, slim |
| لاغر شدن | <i>lā.ghar sho.dan</i> | to lose weight [شو → شدن] |
| نابود شدن | <i>nā.bud sho.dan</i> | to be annihilated or destroyed;
to become extinct or non-existent [شو → شدن] |
| مجبور بودن | <i>maj.bur bu.dan</i> | to be forced to [باش → بودن] |
| یک ساعتِ دیگر | <i>yek sā.'a.t-e di.gar</i> | within or after an hour [<i>lit.</i> ,
'in another hour'] |
| دفعهٔ دیگر | <i>daf.'e-ye di.gar</i> | next time [<i>lit.</i> , 'other time'] |
| با همدیگر | <i>bā ham-di.gar</i> | with each other, with one another |
| با یکدیگر | <i>bā yek-di.gar</i> | with each other, with one another |
| کافی | <i>kā.fi</i> | enough (<i>adj.</i>) |
| غم‌انگیز | <i>gham-an.giz</i> | sad (used for inanimates);
causing sadness |
| سالم | <i>sā.lem</i> | healthy; healthful |
| ناسالم | <i>nā-sā.lem</i> | unhealthful; harmful |
| اسلام | <i>es.lām</i> | Islam |
| اسلامی | <i>es.lā.mi</i> | Islamic |

| | | |
|------------|----------------------------|--|
| انقلاب | <i>en.ghe.lāb</i> | revolution |
| جنگ | <i>jang</i> | war |
| گرسنگی | <i>go.res.ne.gi</i> | hunger |
| فقر | <i>faghr</i> | poverty |
| انسان | <i>en.sān</i> | human being; one (<i>pr.</i>) |
| حیوان | <i>hey.vān</i> | animal (<i>pl.</i> حیوانات, <i>hey.vā.nāi</i>) |
| صادق هدایت | <i>sā.degh he.dā.yat</i> | Sadegh Hedayat (writer, 1903–1951) |
| رُمان | <i>ro.mān</i> | novel |
| سینما | <i>si.ne.mā / si.na.mā</i> | cinema |
| شکلات | <i>sho.ko.lāi</i> | chocolate |
| کثیف | <i>ka.sif</i> | dirty |
| بخش | <i>bakhsh</i> | section; part |
| لهجه | <i>lah.je</i> | accent, dialect |
| سیاست | <i>si.yā.sat</i> | politics |
| سیاستمدار | <i>si.yā.sat-ma.dār</i> | politician |
| میلیون | <i>mil.yon</i> | million |
| دریا | <i>dar.yā</i> | sea |
| دریاچه | <i>dar.yā.che</i> | lake |
| بدون | <i>be.du.ne</i> | without |
| آه | <i>āh</i> | O!; oh (<i>interj.</i>); sigh |

16 Conditionals are 'if-then' statements

The word اگر [*agar*] in Persian means 'if' (in its *conditional* sense only, not the 'if' used for indirect questions) and is usually placed at the beginning of the *if-clause* (the 'condition' or 'protasis'), which is usually the first clause in Persian, followed by the *main clause* (the 'consequence' or 'apodosis').

In colloquial Persian, sometimes اگر is dropped and only the intonation (i.e., raising the pitch of voice at the end of the first clause) shows that it is a dependent clause with a 'condition' (*if*) implied.

There are two major categories of conditionals: *indicative* and *counterfactual*.

16.1 Indicative conditional

Indicative conditionals involve different degrees of doubt and uncertainty; they are about things that may or may not be true, may or may not happen.

What tenses should be used for the indicative conditional? Many combinations are possible, some more common than others. It is much easier to say what combinations are *not* common or acceptable:

1. No *subjunctives* – whether *simple* (present) or *perfect* (past) – in the *main clause*!
2. No *past progressive* or *past perfect* in the *main clause*! (Their use in the main clause would make the conditional *counterfactual*; see 16.2).

The most common tenses used in the *indicative conditional* are:

1. *If-clause: (simple) subjunctive or simple past*
2. *Main clause: simple present or future or imperative*

The following table shows you in more detail most of the tense combinations – 33 of them – that are possible for this type of conditional. (In each row, any of the forms in one column can be combined with any of those in the other column.) Read each row from right to left.

Table 16.1: Possible tense combinations for indicative conditional

| (MAIN CLAUSE) | (IF-CLAUSE) | |
|---|--|---|
| (present) من او را می بینم
(future) من او را خواهم دید
(imp.) حتماً با او حرف بزن
(subj.) چرا با او به سینما نرویم؟ | (subj.) بیاید
(past subj.) آمده باشد
(past) آمد
(past perf.) آمده بود | اگر می‌توانم امروز / فردا
(present/future) |
| all of the above +
(pres. perf.) چرا به من تلفن نزده است؟
(past) چرا دیروز به من نگفتی؟
(past perf.) چرا خواهرش ننوشته بود؟ | (present) می‌آید | |
| (pres. perf.) حتماً کتابش را هم آورده است
(present) چرا الآن اینجا نیست؟
(past) چرا مادرش چیزی نگفت؟
(past perf.) چرا خواهرش ننوشته بود؟
(future) حتماً فردا برخورد گشت | (pres. perf.) آمده است
(past subj.) آمده باشد | اگر می‌توانم امروز / دیروز
(in the past, which can be earlier today) |

Translation of some of the sentences from the above table will show that the 'if-clause' is sometimes not much different from a time clause and اگر ['if'] can be translated as *when* or *after*.

اگر مینا فردا بیاید، من او را می بینم (If Mina comes tomorrow, I'll see her.)

اگر مینا فردا آمد، حتماً با او حرف بزن!
tomorrow, certainly talk to her!)

اگر مینا [really] comes tomorrow, why shouldn't we go with her to the cinema?)

اگر مینا فردا آمده باشد، حتماً کتابش را هم آورده است
(If Mina comes / has come tomorrow, she has / will have certainly brought her book also.)

اگر مینا امروز آمده است، چرا مادرش چیزی نگفت?
(If Mina has come today, why didn't her mother say anything?)

Reminder: The verb داشتن in its 'more irregular' form would again use the perfect subjunctive instead of the simple subjunctive (see 14.1.4):

اگر وقت داشته باشم، نامه را تمام می کنم
(If I have time, I'll finish the letter.)

16.2 Counterfactual conditional

The counterfactual conditional is not about doubt or uncertainty; it only tells us what would have been the case if a certain assumption had been true (although we know that it is not true). It is about things that we cannot, or can no longer, change – therefore, it is often, though not always, about the past.

What tenses should be used for the counterfactual conditional? There are not as many options here: only the *past progressive* or *past perfect*, each of which can be used in either of the clauses – which means that there are four possible combinations. The past progressive, however, can be said to be the more common of the two tenses, especially in the main clause.

Important: In this and similar *irrealis* or *counterfactual* constructions, the verbs بودن and داشتن also can have – and often do have – the past progressive prefix *mi-*.

Examples:

اگر فردا روز تولد مادرم نبود [/ نمی بود]، می توانستم با شما بیایم
(If tomorrow hadn't been my Mom's birthday, I would have been able to come with you.) What happens if you use نباشد here instead of نبود? 1. It means that you are not sure about your

mother's date of birth; 2. it will change the type of conditional to *indicative*, which will then necessitate using می توانم in the main clause instead of می توانستم.

اگر بیشتر تخفیف می داد، حتماً آن را می خریدم (If he had given more discount, I would certainly have bought it.)

اگر بیشتر پول [می] داشتم، حتماً آن خانه را تا به حال خریده بودم (If I had had more money, I would certainly have bought that house by now.)

اگر او را بهتر شناخته بودم، هرگز با او به آن سفر نمی رفتم (If I had known him better, I would never have gone with him on that trip.)

اگر او من پرسیده بود، همه چیز را به او گفته بودم (If he had asked me, I would have told him everything.)

اگر جای تو [می] بودم، تا حالا ده بار طلاق گرفته بودم [lit., in your place], I would have taken a divorce long ago [lit., ten times].)

Examples with اگر dropped (see 16):

من نبودم، چکار می کردی؟ (What would/could you have done had I not been there?) Note that this could also mean: 'What were you doing *when* I was not there?'

زودتر آمده بودید، می توانستید مینا را هم ببینید (Had you come earlier, you could have seen Mina also.)

16.3 Wishes

Similar to conditionals, wishes too have real and unreal, or *indicative* and *counterfactual*, forms.

Indicative wishes can be expressed:

1. by using the words کاش [*kāsh*, sometimes preceded by ای (*ey*, 'O!')] and written as ای کاش or ایکاش [*kāsh-ki*], both meaning 'I wish,' or
2. by using the word آرزو [*ārezu*] and the different compound verbs made with it (usually آرزو کردن or آرزو داشتن).

Indicative wishes are about the future, about what is (or was) to happen next, and they always need one of the two subjunctive forms:

1. simple subjunctive, if they are about the future (or a future in the past); but
2. perfect subjunctive, if they are about the past (or a past in the future: the completion and fulfillment of a wish before a point of time in the future).

The tense of the compound verbs with آرزو plays no role here.

Indicative wishes are not much different from hopes; one can often use the verb امیدوار بودن [*omidvār budan*, to hope – lit., to be hopeful] to say the same thing.

Counterfactual wishes are always expressed by using the words کاش or کاشکی; other variants with آرزو are not possible here. They are unreal or *irrealis*; they are regrets about the past (things we know we cannot change) or wishes that we know can never be fulfilled. Similar to *counterfactual conditionals*, these unreal wishes also are expressed by using either the past progressive or past perfect. And the verbs بودن and داشتن can here also have the past progressive prefix *mi-*.

Table 16.2: Wishes and regrets

| | FUTURE / FUTURE IN THE PAST | PAST |
|----------------|--|--|
| INDICATIVE | <p>کاش او را ببینم
I wish to see her.</p> <p>کاش با مادرش بیاید
I wish she came / I hope she comes with her mother.</p> <p>آرزو می‌کنم بیاید
I wish she came / I hope she comes.</p> <p>آرزو داشتم بیاید
I wished / hoped she would come</p> | <p>کاش آن را آورده باشم
I hope I have brought it.</p> <p>کاش با مادرش آمده باشد
I hope she has come with her mother.</p> <p>آرزو می‌کنم او آمده باشد
I hope she has come.</p> <p>آرزو داشتم او آمده باشد
I hoped she had come.</p> |
| COUNTERFACTUAL | <p>کاش فردا می‌آمد
(I wish he could have come tomorrow.)</p> <p>کاش فردا آمده بود
(I wish he had come tomorrow.
[= I know that he wouldn't and that he has other plans.])</p> | <p>کاش دیروز می‌آمد
کاش دیروز آمده بود
(Both meaning: I wish he had come yesterday.)</p> |

More examples:

کاش یک خانهٔ بزرگتر داشتم / می‌داشتم (I wish I had had a bigger house.)

کاش تو مادرم بودی / می‌بودی (I wish you had been my Mom.)

کاش این را به همه نگفته باشد (I hope he hasn't told everyone about this.)

(I have the wish that my children become/I hope they become happy.)
آرزو دارم که بچه‌هایم خوشبخت شوند

(I hope you have/I wish you a better life there.)
آرزو می‌کنم در آنجا زندگی بهتری داشته باشی

(I hope he/she has returned/will have returned by tomorrow.)
کاش فردا برگشته باشد

Exercises

Exercise 16.1

Write the appropriate form of the verb in the following *indicative* conditional sentences. (Sometimes you might be able to conjugate the verb for different persons, with different meanings.)

Example: می‌شوم / خواهم شد → اگر بیائی، من خوشحال (شدن)

۱. اگر این تابستان کار نکنم، با زنم به سفر (رفتن).
۲. اگر هر روز ورزش کنید، حتما لاغر (شدن).
۳. اگر نیم ساعت دیگر (صبر کردن)، دکتر را خواهید دید.
۴. اگر دفعه دیگر به رستوران ایرانی (رفتن)، چلوکباب نخواهم خورد.
۵. اگر ما وقت کافی (داشتن)، حتما زبان فارسی را یاد می‌گیریم.
۶. اگر کمی بیشتر فکر کند، مشکلات زندگی ما را بهتر (فهمیدن).
۷. اگر برای او جشن تولد بگیرند، حتما خیلی (خوشحال شدن).
۸. اگر امروز هوا سرد (بودن)، در خانه خواهم ماند.
۹. اگر هر شب در رستوران غذا نخوری، پول کمتری (خرج کردن).
۱۰. اگر به فکر تو نباشم، برای تو نامه (نوشتن).

Exercise 16.2

Write the appropriate form of the verb in the following *counterfactual* conditional sentences.

Example: می‌شدم / (شده بودم) → اگر می‌آمدی، من خوشحال (شدن)

۱. اگر می‌خواست برای شام به خانه‌ام بیاید، حتما از قبل به من (تلفن کردن).
۲. اگر یک میلیون دلار می‌بردی، با آن چه (کردن)؟

اگر به من گفته بودید به ماشین احتیاج دارید، من ماشینم را به شما (دادن).

اگر امروز هوا کمی گرمتر می‌شد، من در دریاچه (شنا کردن).

اگر زودتر از خواب بیدار شده بودند، حتماً به قطارشان (رسیدن).

اگر بیشتر گشته بودیم، (توانستن) یک هتل ارزانتر پیدا کنیم.

اگر چیزهایی را که نمی‌دانستند از استادشان (پرسیدن)، (توانستن) بهتر امتحان بدهند.

اگر حافظ پنجاه سال پیش (به دنیا آمدن)، هرگز این غزلها را (سرودن).

اگر بچه ها لباس گرمتری (پوشیدن)، (مریض شدن).

اگر من دوشنبه ها کلاس (نه + داشتن)، (دوست داشتن) خانه بمانم.

Exercise 16.3

Choose the correct form of the verb, then translate.

Example: اگر می‌آمدی، تو را (دیدم / می‌دیدم / ببینم)

→ می‌دیدم (If you had come, I would have seen you.)

اگر تا ساعت ۱۰ صبح فردا زنگ نزدم، به اینجا (نیامدم / نیایم / می‌آیم).

اگر فردا این چمدان را برای من به ایستگاه بیاوری، خیلی خوشحال (بشوم / می‌شوم / شده بودم).

اگر یک شاعر بودم، (دوست نمی‌دارم / دوست نداشتم / دوست داشته نبودم) شعرهای غم‌انگیز بسرایم.

اگر جمعه مهمان (بیاید / آید / دارد آید)، باید همه خانه را تمیز کنیم.

اگر به آن دانشگاه (برود / رفته نباشد / نرفته بود)، الان داشت در یک مدرسه آشپزی درس (خواند / خوانده بود / می‌خواند).

اگر یک میلیون دلار پول (داشتم / دارم / داشته باشم)، الآن در اینجا برای تو کار نمی‌کردم.

اگر استاد خیلی خوب غذای ایرانی می‌پزد، چرا برای دانشجویانت (نیاوارد / نیاورده باشد / نمی‌آورد)؟

اگر دیشب چراغ حیاط را روشن کرده بودم، به زمین (نخورم / نخورده بودم / نمی‌خورم).

۹. اگر به بخش فارسی کتابخانه (بروید/ رفته باشید/ می‌رفتید)، کتابهای زیادی به زبان فارسی می‌دیدید.
۱۰. اگر سه سال در اصفهان زندگی نمی‌کرد، فارسی را با لهجه اصفهانی (حرف نزد/ حرف نمی‌زد/ حرف نزد).

Exercise 16.4

Write the correct form of the verb for the following *counterfactual* 'wish' statements.

Example: می‌آمدی → کاش تو فردا (آمدن)

۱. کاش بیشتر ورزش (کردن) و حالا سالم بودم.
۲. کاشکی (نَه + مجبور بودن) در تعطیلات تابستان کار کنیم.
۳. کاش این امتحان اینقدر سخت (نَه + بودن)!
۴. کاشکی من اینقدر شکلات (نَه + دوست داشتن)!
۵. کاش ترجمه بهتری از اشعار فروغ فرخزاد به انگلیسی (پیدا شدن)!
۶. کاش سیاستمداران اینقدر (دروغ گفتن)!
۷. کاش آن نویسنده مشهور رمانش را کوتاهتر (نوشتن).
۸. کاش من هم (توانستن) غزلهای حافظ را به فارسی بخوانم.

Exercise 16.5

Translate the following sentences into English.

۱. نویسنده رمان آرزو می‌کرد روزی خانه سالهای کودکی‌اش را ببیند.
۲. کاش انسانها می‌توانستند بدون گرسنگی و فقر و جنگ با همدیگر زندگی کنند.
۳. اگر شب را در هتل می‌ماندیم، مجبور نمی‌شدی در این باران رانندگی کنی.
۴. اگر زبان عربی را یاد گرفته باشید، می‌دانید که بسیاری از کلمات فارسی از عربی می‌آیند.
۵. اگر انسان مواظب طبیعت نباشد، حیوانات بیشتر و بیشتری نابود می‌شوند.
۶. اگر می‌خواهی سینمای ایران را بشناسی، فیلمهای ایرانی قبل از انقلاب اسلامی را هم ببین.
۷. کاش زبان عربی و زبان فرانسه هم می‌دانستم!
۸. اگر در اتاق را بسته بود، دزد نمی‌توانست کیف پولش را بدزد.

۹. اگر به شهر تهران سفر کرده باشید، باید بدانید هوای آنجا چقدر کثیف و ناسالم است.
۱۰. اگر نویسندگان مهم ایران را می‌شناسید، باید صادق هدایت را هم بشناسید.
۱۱. اگر هوای تمیز و سالم می‌خواهید، بهتر است در شهرهای بزرگ زندگی نکنید.
۱۲. اگر چند ماه پیش کیف پول این خانم را نذر دیده بودند، هیچوقت اینقدر مواظب کیفش نبود.

IDIOMS – PROVERBS – APHORISMS – POEMS

اگر بگوید ماست، سفید است، من می‌گویم سیاه است

If he says yoghurt is white, I'll say it is black.

(Proverb; used to show total distrust.)

آه اگر آزادی سرودی می‌خواند...

O, if only freedom would sing a song...

(From a poem by Ahmad Shāmlu, 1925–2000.)

UNIT SEVENTEEN

From prepositions
to conjunctions

فصل ۱۷

از حرف اضافه
تا حرف ربط

New words in this unit

| | | |
|----------------|------------------------------|--|
| حرف | <i>harf</i> | letter of alphabet (gr.; in this sense pl. also حروف <i>ho.ruf</i>) |
| حرف اضافه | <i>har.f-e e.zā.fe</i> | preposition (gr.) |
| حرف ربط | <i>har.f-e rabt</i> | conjunction (gr.) |
| مرگ | <i>marg</i> | death |
| کشتن | <i>kosh.tan</i> | to kill (pres. stem: کش [<i>kosh</i>]) |
| کشیدن | <i>ke.shi.dan</i> | to draw; to pull; to drag (pres. stem: کش [<i>kesh</i>]) |
| نفس | <i>na.fas</i> | breath |
| نفس کشیدن | <i>na.fas ke.shi.dan</i> | to breathe [کش → کشیدن] |
| کشو | <i>ke.show</i> | drawer |
| خبر داشتن (از) | <i>kha.bar dāsh.tan (az)</i> | to know (about) |
| عشق | <i>eshgh</i> | love |
| عاشق | <i>ā.shegh</i> | lover (pl. عشاق <i>osh.shāgh</i>) |
| عاشق ... بودن | <i>ā.she.gh-e ... bu.dan</i> | to love (so. or sth.) [باش → بودن] |
| معشوق | <i>ma'.shugh</i> | beloved (masc.) |
| معشوقه | <i>ma'.shu.ghe</i> | mistress; beloved (fem.) |
| شوهر | <i>show.har</i> | husband |
| آدمی | <i>ā.da.mi</i> | man (impersonal), human being (poet.) |
| رقص | <i>raghs</i> | dance |
| رقصیدن | <i>ragh.si.dan</i> | to dance (pres. stem: رقص [<i>raghs</i>]) |
| توجه | <i>ta.vaj.joh</i> | attention |

| | | |
|--------------------|-----------------------------------|--|
| توجه کردن (به) | <i>ta.vaj.joh kar.dan</i>
(be) | to notice; to pay attention (to)
[کن → کردن] |
| کلاه | <i>ko.lāh</i> | hat |
| دفتر تلفن | <i>daf.ta.r-e te.le.fon</i> | (a private) phone book |
| رودخانه | <i>rud.khā.ne</i> | river |
| بیمارستان | <i>bi.mā.res.tān</i> | hospital |
| پلیس | <i>po.lis</i> | police |
| بلبل | <i>bol.bol</i> | nightingale |
| نمره | <i>nom.re</i> | grade (at school); number |
| مهربان | <i>meh.ra.bān</i> | kind (<i>adj.</i>) |
| مهربانی | <i>meh.ra.bā.ni</i> | kindness |
| مهمانی | <i>meh.mā.ni</i> | party |
| قوم | <i>ghowm</i> | folk; ethnic group; relative
(<i>pl.</i> اقوام, <i>agh.vām</i>) |
| ساکن | <i>sā.ken</i> | resident (<i>n.</i>); settled (<i>adj.</i>); not moving |
| کارد | <i>kārd</i> | knife |
| حلوا | <i>hal.vā</i> | halva; kind of sweet Persian confection |
| سیر | <i>sir</i> | full, no longer hungry |
| عصبانی | <i>a.sa.bā.ni</i> | angry |
| عصبانیت | <i>a.sa.bā.ni.yat</i> | anger |
| هدیه | <i>hed.ye</i> | gift, present |
| گربه | <i>gor.be</i> | cat |
| سختی | <i>sakh.ti</i> | difficulty; hardship; hardness |
| بسیختی / به سختی | <i>be-sakh.ti</i> | with difficulty; hard (<i>adv.</i>) |
| بی خبر (از) | <i>bi-kha.bar</i> | unaware; ignorant; not knowing or not having heard (of/about) |
| با اینکه / با آنکه | <i>bā in-ke / bā ān-ke</i> | even though |
| بعضی | <i>ba'.zi</i> | some (for countables) |
| مادر بزرگ | <i>mā.dar-bo.zorg</i> | grandmother |

17.1 Prepositions

Persian has only a few 'primary' prepositions; the rest are 'derived' prepositions (mostly nouns/adverbs + *ezāfe*) or prepositional phrases. The prepositions can have different meanings and usages, each time being the equivalent of a different preposition in English. The following are some of the most important of them with their most common meanings, some already familiar to you from previous units.

از [az]: **from; since; out of/because of; about/concerning**; also **of** (after numbers and quantitative pronouns) and **than** (with the comparative).

Examples:

رفت از خانه به دانشگاه (He went from home to the university.)

رفت ساعت ۸ از خانه (He left home at 8.) ('to go from a place' = 'to leave')

بود از بچگی عاشقِ رقص (She loved dance since childhood.)

آمد یکی از پسرها (One of the boys came.)

می‌شناسم خیلی از آنها را (I know many of them.)

رقصید با کلاهی از گل (She danced in a hat [made] of flowers.)

نمی‌توانست حرف بزند از عصبانیت (He couldn't speak from/because of anger.)

بگوئید برای من از ایران (Tell me about Iran.)

از آن بی‌خبر بودم (I didn't know about that.)

از مادرت چیزی شنیده‌ای؟ (Haven't you heard from/about your mother?)

از کجا می‌دانی؟ (How [lit., from where] do you know?)

از این بیشتر ندارم (I don't have more than this.)

از همه پیرتر است (He is the oldest/older than all [others].)

به [be]: **to** (for destinations, or for the indirect objects of many verbs, usually written separately); **with** (+ abstract nouns = *adv.*; in this usage sometimes written joined).

Note: It is 'to a location,' not 'to a person' (which needs *پیش* instead of *به*).

Examples:

نمی‌رود بابک به مدرسه (Bābak doesn't go to school.)

به سختی نفس می‌کشید (She breathed with difficulty.)

به سرعت (/ بسرعت) برگشت (He returned quickly [= with speed].)

با [*bā*]: **with; together with; by means of; on** (for means of transportation).

Examples:

با دوستم به آنجا خواهم رفت (I'll go there with my friend.)

چرا با مداد نمی‌نویسی؟ (Why don't you write with a pencil?)

سفر با قطار را دوست دارم (I like traveling on trains.)

در [*dar*]: **in; inside; within**. (With some compound verbs, it can have the opposite meaning: 'out/outside'.)

Synonyms:

توی [*tu-ye, col.*];

داخل [*dākhel-e, form.*];

درون [*darun-e, lit.*].

ظرف [*zar.f-e, 'within' - temp.*]

Examples:

او در اتاقش نیست (She is not in her room.)

کتاب را در کیفش گذاشت (He put the book in/inside his bag.)

در ۳۰ ثانیه غذایی را خورد (He ate his food in 30 seconds.)

تا [*tā*]: **until; up to; as far as**. Examples:

تا ظهر آنجا ماندیم (We stayed there until noon.)

تا شیراز رفتیم (We went as far as Shirāz.)

پیش [*pi.sh-e*]: **to or with** a person (similar to the French *chez*); **in the presence of; next to**. Examples:

پیش مینا رفتم (I went to Mina['s].)

پیش مینا هستم (I am with Mina/at Mina's.)

کتابت پیش من است (Your book is with me/at my place.)

از [*pish az*] or قبل از [*ghabl az*]: **before** (*temp.*). Example:

پیش از خواب، کمی آب خوردم (I drank some water before sleeping.)

بعد از [*ba'd az*] or پس از [*pas az, form.*]: **after** (*temp.*). Example:

بعد از ظهر پیش خواهرم رفتم (In the afternoon, I went to my sister['s].)

زیر [*zi.r-e*]: **under**. Example:

گربه زیر میز است (The cat is under the table.)

روی [*ru-ye*]: **on; over; above**.

Synonyms:

بالای [*bā.lā-ye*, over]

بر [*bar*, upon – *lit.*]

Example:

پرنده روی درخت است (The bird is on the tree.)

نزدیک [*naz.di.k-e*] or نزدیک به [*naz.dik be*]: **near** (or **nearly** with quantities); **close to**. Example:

خانه‌اش نزدیک رودخانه است (His house is near the river.)

نزدیک به یک ماه در بیمارستان بود (For nearly a month he was in the hospital.)

پشت [*posh.t-e*]: **behind; at the back of** (پشت = back). Example:

پشت خانه‌شان یک باغ بود (There was a garden behind their house.)

جلو [*je.lo.w-e*]: **opposite; in front of; before; ahead of**.

Synonyms (for 'in front of'):

مقابل [*mo.ghā.be.l-e*]

روبروی [*ru-be-ru-ye*]

در برابر [*dar ba.rā.ba.r-e*]

Examples:

جلو من نشسته بود (She was sitting opposite me.)

او جلو من راه می‌رفت (He was walking ahead of/before me.)

درباره [*dar.bā.re-ye*]: **about; concerning**.

Synonyms:

راجع به [*rā.je' be*]

در مورد [*dar mow.re.d-e*]

Example:

دربارهٔ سفرش حرف زد (She talked about her trip.)

در موردِ زندگی گذشته‌اش چه می‌دانید؟ (What do you know about his past life?)

برای [ba.rā.ye]: **for**. Examples:

یک هدیه برای مادرش خرید (She bought a gift for her mother.)

برای چه؟ (What for?/Why?)

Sometimes some of the above prepositions are combined, although only one might seem to be enough: for instance, روی can be preceded by the prepositions *در*, *بر*, *به*.

Prepositions are always followed by their objects – a noun or a pronoun, which can be at the same time the indirect object of a verb. Most of the times they are similar to the prepositions used in English, but sometimes they are not.

17.1.1 What happens to verbs after prepositions?

After prepositions we can have *nouns*, not *verbs* and *clauses* – but we know that verbs also have their own ‘noun form’: this ‘noun form’ is the *infinitive* in Persian (see 10.4).

However, if you have to use a full verb or a ‘noun clause’ after a preposition, there is usually a simple solution for that. In English, you can say ‘in spite of his *laughter*’ (noun) or ‘in spite of his *laughing*’ (gerund = noun), but you cannot say ‘in spite of he *laughed*’ (a full verb) – you can, however, say, ‘in spite of *the fact that* he laughed . . .’: adding ‘the fact that’ does the trick here. In all such cases, Persian would add اینکه [or این‌که, *in-ke*, in more formal Persian آن‌که / آن‌که, *ān-ke*]. Here the demonstrative pronoun این (or آن) would assume the role of the object (‘the fact’) followed by که (‘that’, introducing the noun clause that follows). In the following examples, you will see how we move from a *noun* like مرگ [marg, death] to the ‘noun form’ of the verb, i.e., infinitive in Persian: مردن [mordan, dying] – and finally to a full verb like (است) مرده (‘has died’):

از مرگ پدرش خبری نداشتم (I knew nothing / had not heard about his father’s death.)

از مردن پدرش خبری نداشتم (I knew nothing / had not heard about his father’s dying.)

از اینکه پدرش مرده خبری نداشتم (I did not know / had not heard that his father had died.)

(I was sure of his kindness.) به مهربانی او اطمینان داشتم

(I was sure of his being kind.) به مهربان بودن او اطمینان داشتم

(I was sure that he was kind.) به اینکه او مهربان است اطمینان داشتم
(Compare with: است که او مهربان است)

(I had doubts about his passing the test.) در قبول شدنش در امتحان شک داشتم

(I doubted that he would pass the test.) در اینکه در امتحان قبول شود شک داشتم

(شک داشتم که / شک داشتم در اینکه در امتحان قبول شود)

(I thought a lot about the words of others.) درباره حرفهای دیگران خیلی فکر کردم

(I thought a lot about what others would say.) درباره اینکه دیگران چه خواهند گفت خیلی فکر کردم

17.2 Changing prepositions to conjunctions

In the same way (by adding *اینکه* or *آنکه*), some of the *prepositions* can change to *conjunctions* – occasionally, of course, with some change of meaning:

برای (for) → برای آنکه / برای اینکه (for the purpose that / so that) – sometimes reduced to just *که*, and in colloquial Persian sometimes even *که* is dropped:

(She went to Tehran for [the purpose of] seeing her mother.) برای دیدن مادرش به تهران رفت

به تهران رفت برای اینکه مادرش را ببیند or برای اینکه مادرش را ببیند به تهران رفت (She went to Tehran to see her mother.) A still shorter version of this would be:

به تهران رفت (که) مادرش را ببیند

can also mean 'because' (but only at the beginning of the second clause, and not with the subjunctive). Example:

(I didn't go there, because no one had invited me.) آنجا نرفتم، برای اینکه کسی من را دعوت نکرده بود

(even though) / با آنکه → (with) با

(Although the water was a little cold, he swam for nearly an hour.) با اینکه آب کمی سرد بود، نزدیک یک ساعت شنا کرد

The prepositions *بعد از* (after) and *قبل از* (before) can change into conjunctions in the same way. If you don't add *آنکه* / *اینکه*, they will be prepositions and you wouldn't be able to have a full verb after them. Compare:

بعد از نوشتن نامه، غذا خوردم (After writing [*lit.*, the writing of] the letter, I ate.)

بعد از اینکه نامه را نوشتم، غذا خوردم (After I wrote the letter, I ate.)

Exercises

Exercise 17.1

Based on the translations given, choose one of the following prepositions to fill in the blanks.

از، درباره، تا، در، به، با، برای، پیش

Example: *پیش* → (I went to Mina.) من مینا رفتم

1. *کلاس صبح من ساعت نه ساعت ده و نیم است* (My morning class is from 9 to 10:30 A.M.)
2. *ترم پیش بعضی این دانشجویان امتحان ندادند* (Last term some of these students did not take the exam.)
3. *..... (I heard from the radio (that) رادیو شنیدم امروز هوا بارانی می شود* (I heard from the radio (that) it will be rainy today.)
4. *حافظ گفته است هیچ عاشقی هرگز سخن سختی معشوق نمی گوید* (Hāfez has said that no lover ever says harsh words to the beloved.)
5. *..... بعضی رقصهای اقوام ساکن ایران، زنان مردان می رقصند* (In some of the dances of the folk living in Iran women dance with men.)
6. *..... شعر فارسی همیشه گل و بلبل است* (Persian poetry is always about roses ['flowers'] and nightingales.)
7. *..... مادر بزرگمان همیشه مهربانی ما سخن می گفت* (Our grandmother always talked to us with kindness.)
8. *..... شاعر این شعر دارد معشوقش می رقصد* (In this poem the poet is dancing with his beloved.)

9. دیشب پروین می‌خواست پرویز شام من بیاید. (Last night Parvin wanted to come to me for dinner with Parviz.)
10. ساعت نه شب صبر کردم و شام نخوردم شوهرم آمد. (I waited till 9 P.M. and did not have/eat dinner until my husband came.)

Exercise 17.2

Find the prepositions in the following text and write them in the order that they appear, then translate the text.

در این داستان یک عاشق، معشوقه‌اش را با کارد می‌کشد، بعد کارد را با لباس زن تمیز می‌کند و آن را در کُشو می‌گذارد. پلیس ظرف دو ساعت پس از مرگ زن به خانه او می‌رسد و آنجا کارد را در کُشو پیدا می‌کند و به یک دفتر تلفن کوچک نزدیک آن توجه می‌کند.

Exercise 17.3

Change the noun clauses (that use اینکه) to prepositional phrases (that use infinitives) in the following sentences.

Example: در آمدن شما شک داشتم → در اینکه بیائید شک داشتم

۱. از اینکه پسرت عاشق است همه شهر خبر دارند.
۲. از اینکه پدرم لاغر می‌شود مادرم ناراحت نیست.
۳. چرا به اینکه او برمی‌گردد اطمینان ندارید؟
۴. به اینکه تعطیلات تمام شده است زیاد فکر نکن!
۵. به اینکه او تنها می‌رقصید هیچکس توجه نکرد.
۶. از اینکه بد رانندگی می‌کنم خانواده‌ام می‌ترسند.
۷. از اینکه زبان عربی سخت است نمی‌ترسم.
۸. از اینکه طبیعت نابود می‌شود بیشتر انسانها خبر ندارند.
۹. در مورد اینکه به آمریکا خواهد رفت خیلی حرف نمی‌زند.
۱۰. به اینکه خانواده‌اش ناراحت هستند توجه نمی‌کرد.

Exercise 17.4

Translate your answers to Exercise 17.3 into English.

Exercise 17.5

Change the prepositional phrases (with برای = for) to noun clauses (with برای اینکه = in order that/in order to) in the following sentences, then translate.

Example: برای قبول شدن در امتحان خیلی درس خواندم
→ برای اینکه در امتحان قبول بشوم، خیلی درس خواندم
(I studied a lot in order to pass the test.)

۱. برای خرید به بازار می‌رویم.
۲. برای پیدا کردن کیف پولش پیش پلیس رفت.
۳. برای گرفتن آن کتاب به کتابخانه می‌روم.
۴. برای زندگی کردن در آمریکا باید زیاد پول داشته باشید.
۵. برای عاشق شدن باید همیشه جوان بمانید.
۶. برای رفتن به مهمانی، کفشهای بهتری پوشیدند.
۷. برای خوشحال کردن پدرم ماشینش را تمیز کردم.
۸. برای فهمیدن آن شعر باید ده بار آن را بخوانی.
۹. برای نشنیدن حرفهای برادرم رادیو را روشن کردم.
۱۰. بچه برای بیدار کردن مادرش موهای او را کشید.

IDIOMS – PROVERBS – APHORISMS – POEMS

با گفتن حلوا، دهن شیرین نمی‌شود

Just by saying 'halva' the mouth doesn't become sweet.

[Proverb; used to warn against false hopes.]

از خوردن آدمی، زمین سیر نشد

The earth hasn't yet eaten its fill of men.

[Omar Khayyam, 1048–1131]

UNIT EIGHTEEN

Tense in complex
sentences: time
clauses

فصل ۱۸

زمان فعل در
جمله‌های مرکب:
جمله‌های زمانی

New words in this unit

| | | |
|------------------|-------------------------------|---|
| جمله | <i>jom.le</i> | sentence (gr.) (pl. جملات, <i>jo.me.lāt</i> or <i>jo.ma.lāt</i>) |
| مرکب | <i>mo.rak.kab</i> | complex (gr.); compound, multipart; ink |
| در حال | <i>dar hā.l-e</i> | during (<i>prep.</i>); while |
| در حالیکه | <i>dar hā.li-ke</i> | while (<i>conj.</i>), as; whereas |
| بیرون | <i>bi.run</i> | outside (<i>adv.</i>) |
| بیرون / بیرون از | <i>bi.ru.n-e / bi.run az</i> | outside (<i>prep.</i>) |
| بیرون رفتن (از) | <i>bi.run raftan (az)</i> | to go out; to leave (a place)
[رو رفتن] |
| باران آمدن | <i>bā.rān ā.ma.dan</i> | to rain [آ آمدن] |
| برف | <i>barf</i> | snow |
| برف آمدن | <i>barf ā.ma.dan</i> | to snow [آ آمدن] |
| چکه کردن | <i>chek.ke kar.dan</i> | to drop (as in leakage)
[کن کردن] |
| گریه کردن | <i>ger.ye kar.dan</i> | to cry, to weep [کن کردن] |
| ازدواج | <i>ez.de.vāj</i> | marriage |
| ازدواج کردن (با) | <i>ez.de.vāj kar.dan (bā)</i> | to marry ([with] so.) [کن کردن] |
| پرواز | <i>par.vāz</i> | flight |
| پرواز کردن | <i>par.vāz kar.dan</i> | to fly [کن کردن] |
| دعا | <i>do.'ā</i> | prayer |
| دعا کردن | <i>do.'ā kar.dan</i> | to pray [کن کردن] |

| | | |
|---------------|------------------------------|--|
| متوجه شدن | <i>mo.te.vaj.jeh sho.dan</i> | to notice; to realize [شو → شدن] |
| دویدن | <i>da.vi.dan</i> | to run (pres. stem: دو [dow → dav]) |
| شستن | <i>shos.tan</i> | to wash (pres. stem: شو [shu]) |
| حقوق | <i>ho.ghugh</i> | salary; rights (pl. of حق [haghgh], 'right') |
| قرض | <i>gharz</i> | debt |
| سقف | <i>saghf</i> | ceiling |
| بام | <i>bām</i> | roof |
| در | <i>dar</i> | door |
| ناگهان | <i>nā.ga.hān</i> | suddenly |
| تلفنی | <i>te.le.fo.ni</i> | by phone |
| استخر | <i>es.takhr</i> | pool |
| اروپا | <i>o.ru.pā</i> | Europe |
| مأمور پلیس | <i>ma'.mu.r-e po.lis</i> | policeman |
| پدر بزرگ | <i>pe.dar-bo.zorg</i> | grandfather |
| افسرده | <i>af.sor.de</i> | depressed |
| خاموش | <i>khā.mush</i> | extinguished; off (≠ 'on'); silent |
| خاموش کردن | <i>khā.mush kar.dan</i> | to turn off; to extinguish; to silence [کن → کردن] |
| حاضر | <i>hā.zer</i> | ready |
| زنده | <i>zen.de</i> | alive |
| گرسنه | <i>go.res.ne</i> | hungry |
| پائیز / پاییز | <i>pā.'iz</i> | autumn |

18 Adverb clauses with time expressions

Adverb clauses with time expressions, also called *time clauses*, are usually the first clause in Persian in a complex sentence, followed by the *main clause*. The temporal relation between the two clauses can be of four kinds:

1. The action or state described in the *time clause* happens first (*when = after*):

وقتیکه من آمدم، مینا رفت

2 1

(When I came, Mina left.)

1 2

2. The action or state described in the *main clause* happens first (*when* = *before*):

وقتیکه من آمدم، مینا رفته بود

1 2

(When I came, Mina had left.)

2 1

3. They both happen at the same time, one (the *time clause*) interrupting the other:

وقتیکه من آمدم، مینا داشت می رفت

---1--- 1

(When I came, Mina was leaving.)

1 ---1---

or (here *when* = *while*):

وقتیکه مینا داشت می رفت، من آمدم

1 ---1---

(When Mina was leaving, I came.)

---1--- 1

4. They both happen at the same time, parallel to each other (*when* = either *while* or *whenever*):

وقتیکه من نامه می نوشتم، مینا غذا می خورد

---1--- ---1---

(When I was writing a letter, Mina was eating.)

---1--- ---1---

or you can switch the clauses again (while keeping وقتیکه at the beginning of the sentence).

What these examples further show is that وقتیکه is the most common conjunction used in time clauses.

18.1 Which tenses to use with وقتیکه?

Table 18.1: If it is about the past, use:

| in the main clause | in the time clause | example |
|--------------------|--------------------|---|
| simple past | simple past | وقتیکه آمدم، او رفت
When I came, he went. |
| past perfect | | وقتیکه آمدم، او رفته بود
When I came, he had gone. |
| past progressive | | وقتیکه آمدم، او داشت می‌رفت
When I came, he was going. |
| past | past progressive | وقتیکه می‌آمدم، او رفت
When I was coming, he went. |
| past perfect | | وقتیکه می‌آمدم، او رفته بود
When I was coming, he had gone. |
| past progressive | | وقتیکه می‌آمدم، او می‌رفت
When I was coming, he was going./
Whenever I came, he went. |
| past progressive | past perfect | وقتیکه آمده بودم، او می‌رفت
When I had come, he was going. |

Table 18.2: If it is about the future, use:

| in the main clause | in the time clause | example |
|---------------------|--------------------|--|
| future | simple past | وقتیکه آمدم، خواهد رفت
When I come, he'll go. |
| simple present | | وقتیکه آمدم، می‌رود
When I come, he goes. |
| present perfect | | وقتیکه آمدم، رفته است
By the time I come, he's gone. |
| imperative | | وقتیکه آمدم، کتاب را بده
When I come, give [me] the book. |
| future | subjunctive | وقتیکه بیایم، خواهد رفت
When I come, he'll go. |
| simple present | | وقتیکه بیایم، می‌رود
When I come, he goes. |
| present progressive | | وقتیکه بیایم، دارد می‌رود
When I come, he's going. |
| present perfect | | وقتیکه بیایم، رفته است
By the time I come, he's gone. |

Table 18.2: (cont'd)

| in the main clause | in the time clause | example |
|---------------------|---------------------|--|
| future | perfect subjunctive | وقتیکه آمده باشم، خواهد رفت
After I come, he'll go. |
| simple present | | وقتیکه آمده باشم، می‌رود
After I come, he goes. |
| present progressive | | وقتیکه آمده باشم، دارد می‌رود
When I come, he's going. |
| present perfect | | وقتیکه آمده باشم، رفته است
By the time I come, he's gone. |
| simple present | simple present | وقتیکه می‌آیم، می‌رود
When[ever] I come, he goes. |
| present progressive | | وقتیکه می‌آیم، دارد می‌رود
When I'm coming, he's going. |
| present perfect | | وقتیکه می‌آیم، رفته است
When I'm coming, he's gone. |
| imperative | | وقتیکه می‌آیم، کتاب را بده
When I come, give [me] the book. |
| future | present perfect | وقتیکه آمده‌ام، خواهد رفت
After I have come, he'll go. |
| simple present | | وقتیکه آمده‌ام، می‌رود
After I have come, he goes. |
| present progressive | | وقتیکه آمده‌ام، دارد می‌رود
When I have come, he's going. |
| present perfect | | وقتیکه آمده‌ام، رفته است
By the time I have come, he's gone. |
| imperative | | وقتیکه آمده‌ام، کتاب را بده
Once I have come, give [me] the book. |

Which tenses
to use with
وقتیکه?

In the above tables, some combinations are more common than others, and the translations are sometimes only rough approximations.

18.1.1 Dropping وقتی or که – or both!

a) Instead of وقتی (or وقتی که) you can always use وقتی and drop که:

Pray [to God] that
when the morning comes, there won't be a lot of snow on the roof.)

b) Interestingly, you can also drop وقتی and just keep که, but this version has its own rules:

1. If the time clause is the first clause (as it normally is), you can drop وقتی and then place که in the middle of that clause, for instance after the subject or a time adverb (but not in the middle of two or more words that belong together). If we have a rather long time clause like this: وقتیکه مینا دیروز صبح از خانه مادرش برمی گشت، بابک را در خیابان دید (As Mina was returning yesterday morning from her mother's home, she saw Bābak on the street.), then وقتی can be dropped and که can be placed in one of the following positions:

مینا که دیروز صبح از خانه مادرش برمی گشت، بابک را در خیابان دید
مینا دیروز صبح که از خانه مادرش برمی گشت، بابک را در خیابان دید
مینا دیروز صبح از خانه مادرش که برمی گشت، بابک را در خیابان دید

2. It is also possible to place this که at the beginning of the second clause (the tense after this که is usually limited to the simple present and simple past). Our sentence would then look like this (note that no comma is needed this time):

مینا دیروز صبح از خانه مادرش برمی گشت که بابک را در خیابان دید

However, this version would always require two actions, one in progress while the other one, usually the one mentioned in the 2nd clause, intercepts it.

- c) We know that وقتی (when) is sometimes very close to اگر (if) and like اگر, sometimes وقتیکه is also dropped in colloquial Persian, a change in intonation (i.e., raising the pitch of the voice at the end of the first clause) taking its place – although with certain tenses it is sometimes not very clear whether اگر has been dropped there or وقتیکه (see the translations for چکار می کردی؟ in section 16.2). Other examples:

پدرم زنده بود، هر سال پائیز به اروپا می رفتیم (When my father still lived, we used to go to Europe every autumn.) This could also mean: 'Had my father been alive, we would have gone to Europe every summer.' By adding a که after پدرم we can avoid such a confusion:

پدرم که زنده بود ... By the way, without the proper intonation showing the incompleteness and dependence of the first clause, these would simply be two unrelated sentences: 'My father was alive, we used to go to Europe every summer.'

باران می آید، آب از سقف چکه می کند (When it rains, water drips from the ceiling.)

حقوقت را گرفتی، اول قرضهات را بده (Once you get/receive your salary, first give/pay your debts.)

18.2 Before and after

پس از آنکه ('after', the latter more formal) can be used with the same tenses as وقتیکه in the above examples, provided that the action in the main clause happens *after* that of the time clause.

پیش از آنکه ('before') is always followed by the *subjunctive* in the *time clause*, which can be the simple or perfect subjunctive – it is usually interchangeable, the perfect one putting more emphasis on the completion of the action and its pastness. The *main clause*, however, can have a variety of tenses. The following examples include some possible tense combinations.

Unlike وقتیکه, in these and many other conjunctions you can't drop که. It is also good to remember that colloquial Persian would always prefer using اینکه to اینکه in these cases.

دیروز بعد از آنکه به مدرسه رفتم، برف آمد (It snowed yesterday after I went to school.)

دیروز قبل از آنکه به مدرسه بروم، برف آمد (It snowed yesterday before I went to school.)

فردا بعد از آنکه مینا بیاید، غذا می خوریم (We'll eat tomorrow after Mina comes.)

فردا قبل از آنکه مینا بیاید، غذا می خوریم (We'll eat tomorrow before Mina comes.)

بعد از آنکه مهمانها آمدند، پرویز ناگهان در استخر افتاد (After the guests came, Parviz suddenly fell in the pool.)

18.3 As soon as: همینکه

همینکه [*hamin-ke*, as soon as] can also be used with different tense combinations; the following are the most common ones:

Simple past + simple past:

همینکه در را باز کردم، یک مأمور پلیس پشت در دیدم (As soon as I opened the door, I saw a policeman behind the door.)

Past progressive + past progressive:

همینکه عکس پسرش را می دید، گریه می کرد (As soon as she would see her son's picture, she would cry.)

Present/subjunctive + present:

همینکه به خانه می آید، می نشیند جلو تلویزیون (As soon as he comes home, he sits in front of the TV.)

همینکه بیاید، با او حرف می زنم (As soon as she comes, I'll talk to her.)

Subjunctive + future:

همینکه او را ببینید، همه چیز را به یاد خواهید آورد (As soon as you see him, you'll remember everything.)

Past/subjunctive + imperative:

همینکه آمد / بیاید، این کتاب را به او بده (As soon as she comes, give her this book.)

18.4 Whenever: هر وقت که

[har vaght ke, whenever] is sometimes treated loosely as a synonym of *همینکه* or *وقتی که*, especially when both clauses use the same tense.

When used more strictly in the sense of *every time that*, then a more appropriate synonym would be *هر بار که* [*har bār ke*].

With *هر وقت که* and *هر بار که* it is possible to drop *که*.

Some examples:

هر وقت (که) هوا ابری می شود، افسرده می شوم (Whenever it becomes cloudy, I become depressed.)

هر بار (که) او را می بینم، پیرتر شده است (Every time I see him, he has become older.)

هر وقت (که) آمد، این کتاب را به او بده (Should she come/Any time she should come, give her this book.)

18.5 A few more conjunctions for time

از وقتی که = *since*:

(I see her less often
since she is/has married.)
او را کمتر می بینم
(است) از وقتی که ازدواج کرده

تا / تا = A) *so long as*; B) *by the time that*:

(So long as she was here,
she was/had not married.)
تا وقتی که اینجا بود، ازدواج نکرده بود

(By the time you come, he is gone.)
تا شما برسید، او رفته است

A) *while, as* (usually progressive); B) *whereas* (not temporal
in this sense, and usually introducing the second clause):

(While [he was]
laughing, he spoke about his journey to Iran.)
در حالی که می خندید، از سفرش به ایران گفت

(While my husband was driving, I was talking to him about the
party.)
در حالی که شوهرم رانندگی می کرد، با او درباره مهمانی حرف می زدم

(I had never seen him/her, whereas I knew his/her brother well.)
او را هیچوقت ندیده بودم، در حالی که برادرش را خوب می شناختم

Exercises

Exercise 18.1

Write the appropriate form of the verb (based on the translation).

Example:

قبل از آنکه پلیس (رسیدن)، آن زن در ماشینش مرده بود
(Before the police came, that woman had died in her car.)
→ برسد

1. (When Parviz and Parvin got married, they still had no house.)
وقتی که پرویز و پروین (ازدواج کردن)، هنوز خانه نداشتند
2. (Before the guests came, the food was ready.)
قبل از آنکه مهمانها (آمدن)، غذا حاضر بود

3. آنها پیش از اینکه به جشن تولد مریم (رفتن)، برای او یک هدیه
(Before they went to Maryam's birthday party, they
bought her a small, beautiful gift.)
4. وقتی که با مادرم تلفنی (حرف زدن)، دخترم از مدرسه به خانه
(While I was talking to my mother on the phone, my daughter
returned home from school.)
5. (While it was rain-
ing, he/she left home.) در حالیکه (باران آمدن)، از خانه بیرون رفت
6. (While it was still snow-
ing, the spring arrived.) در حالیکه هنوز (برف آمدن)، بهار رسید
7. پیش از آنکه آن فیلم ایرانی را (دیدن)، فکر می کرد ایران یک کشور
(Before watching that Iranian movie, he/she used to think
that Iran was an Arab country.) عربی است
8. (When my
grandmother died, I was fifteen years old.) وقتی که مادر بزرگم (مردن)، من پانزده ساله بودم
9. (When
I was a small child, my grandfather was still alive.) وقتی که من بچه کوچکی (بودن)، پدر بزرگم هنوز زنده بود
10. (Never
talk on the phone while you are driving!) هیچوقت در حالیکه (رانندگی کردن)، با تلفن حرف نزنید!

Exercise 18.2

Complete the following sentences by writing the appropriate conjunction (based on the translation).

Example:

..... پلیس برسد، آن زن در ماشینش مرده بود
(By the time the police arrived, that woman had died in her car.)
→ (تا وقتی که or تا)

1. (When
I went to the swimming pool for the first time, I was very afraid of
water.) برای اولین بار به استخر شنا رفتم، از آب خیلی می ترسیدم.
2. (So long
as you were sick, you could not study for the exam.) مریض بودید، نمی توانستید برای امتحان درس بخوانید.
3. (As I was look-
ing at the sky and running, I fell down.) به آسمان نگاه می کردم و می دویدم، زمین خوردم.

4. (As soon as Mina's parents went to Europe, she sold their house.)
5. (Before my sister was born, my mother was working as a teacher at a school.)
6. (When it became winter, many of the birds flew to warm places.)
7. (While my mother was in the hospital, I celebrated my birthday with my father.)
8. (When I was hungry, I could not work well.)
9. چرا (Why did you turn the TV on whenever I was reading?)
10. (I read books every night for half an hour before I slept.)

Exercise 18.3

Change the tense of all of the sentences in Exercise 18.2 to the present; use the subjunctive and future whenever possible.

Example:

بعد از آنکه او آمد، غذا خوردیم

بعد از آنکه او بیاید، غذا خواهیم خورد →

(Here می‌خوریم is also possible, if it is something that usually happens.)

Exercise 18.4

- a) In which of the sentences in Exercise 18.3 did you *have to* use the present subjunctive in the time clause?
- b) In which ones were you able to use the present subjunctive in the main clause?

Exercise 18.5

In the following sentences (all starting with وقتی), drop وقتی and re-write the sentences using only که.

Example:

وقتیکه نامه می‌نوشتم، خواهرم آمد

نامه می‌نوشتم که خواهرم آمد or نامه که می‌نوشتم، خواهرم آمد →
(Remember, however, that this second version would require two actions, one in progress while the other one [usually mentioned in the 2nd clause] intercepts it.)

۱. وقتیکه برف می‌آید، همه جا سفید می‌شود.
۲. وقتیکه مادرم برگشت، هنوز برف می‌آمد.
۳. وقتیکه چراغ خاموش است، بیچه می‌ترسد.
۴. وقتیکه غذا می‌خوردیم، چراغها خاموش شدند.
۵. وقتیکه غذا را بیاورند، همه به آن اتاق خواهیم رفت.
۶. وقتیکه اسمش را گفت، همه چیز را به یاد آوردم.
۷. وقتیکه او آمد، برای رفتن به سینما خیلی دیر بود.
۸. وقتیکه آن نامه را خواندیم، همه خندیدیم.
۹. وقتیکه در باز شد، ما همه می‌خندیدیم.
۱۰. وقتیکه در را باز کردیم، گربه از اتاق بیرون رفت.

Exercise 18.6

Translate into English the sentences from Exercise 18.5.

IDIOMS – PROVERBS – APHORISMS – POEMS

با دعای گربه سیاه باران نمی‌آید.

No rain will come with the prayers of the black cat.

(= God will not be moved by the prayers of someone like you.)

هرکده بانس بیش، برفش بیشتر.

The one who has a larger roof gets a larger share of the snow.

UNIT NINETEEN

Relative clauses

فصل ۱۹

جمله‌های موصولی

New words in this unit

| | | |
|-------------|----------------------------|--|
| جمله موصولی | <i>jom.le-ye mow.su.li</i> | relative clause (gr.) |
| خسته کننده | <i>khas.te ko.nan.de</i> | tiring; boring |
| کهنه | <i>koh.ne</i> | worn-out, used, old (inanimates) |
| تشنه | <i>tesh.ne</i> | thirsty |
| خشک | <i>khoshk</i> | dry |
| تنگ | <i>tang</i> | tight |
| قشنگ | <i>gha.shang</i> | pretty, beautiful |
| سگ | <i>sag</i> | dog |
| گوشت | <i>gusht</i> | meat |
| همسایه | <i>ham.sā.ye</i> | neighbor |
| محله | <i>ma.hal.le</i> | neighborhood |
| شکستن | <i>she.kas.tan</i> | to break [<i>tr.</i> and <i>intr.</i> ; pres. stem: شکن, <i>she.kan</i>] |
| قوری | <i>ghu.ri</i> | teapot |
| صفحه | <i>saf.he</i> | page |
| دهان | <i>da.hān</i> | mouth (in <i>col.</i> usually دهن, <i>da.han</i>) |
| پیف! | <i>pif</i> | Eew! (<i>interj.</i>) – usually for bad smell |
| بو | <i>bu</i> | smell, scent |
| بو دادن | <i>bu dā.dan</i> | to stink (<i>intr.</i>) [ده → دادن] |
| بو کردن | <i>bu kar.dan</i> | to smell [کن → کردن] |
| گم کردن | <i>gom kar.dan</i> | to lose (<i>sth.</i>) [کن → کردن] |

| | | |
|----------------|-------------------------------|---|
| گم شدن | <i>gom sho.dan</i> | to be lost [شو → شدن] |
| نشان دادن (به) | <i>ne.shān dā.dan</i>
(be) | to show (sth. to so.) [ده → دادن] |
| سرخ | <i>sorkh</i> | red |
| گل سرخ | <i>go.l-e sorkh</i> | red rose |
| باغچه | <i>bāgh.che</i> | small garden |
| گلدان | <i>gol.dān</i> | vase |
| میان | <i>mī.yā.n-e</i> | in the middle of, inside |
| های و هو | <i>hā.y-o-hu</i> | fuss; hubbub; ranting; ado |
| قم | <i>ghom</i> | Qom or Ghom (city in Iran) |
| ارومیه | <i>o.ru.miy.ye</i> | Lake Urmia in north-western Iran |
| شمال | <i>sho.māl</i> | north |
| غرب | <i>gharb</i> | west |
| شمال غربی | <i>sho.mā.l-e ghar.bi</i> | north-west; north-western |
| شرق | <i>shargh</i> | east |
| جنوب | <i>jo.nub</i> | south |
| قطب | <i>ghotb</i> | pole |
| کویر | <i>ka.vir</i> | desert |
| حق | <i>haghgh</i> | right (n.) (pl. حقوق, <i>ho.ghugh</i>) |
| دین | <i>dīn</i> | religion (pl. ادیان, <i>ad.yān</i>) |
| بهشت | <i>be.hesht</i> | paradise |
| پیرو | <i>pey.row</i> | follower |
| گره | <i>ge.reh</i> | knot, tie (n.) |
| دیگر | <i>dī.gar</i> | any longer (in negative sentences) |
| مولوی | <i>mow.la.vi</i> | Rumi (poet, 1207–1273) |

19 که [ke]

The omnipotent Persian که [ke] is the single, unavoidable and irreplaceable actor for all sorts of relative clauses, standing for all *wh*- words (+ *that*) which introduce a relative clause in English.

19.1 Restrictive and non-restrictive relative clauses

Restrictive
and non-
restrictive
relative
clauses

The relative clause is usually placed immediately after the word (or cluster of words) that it is supposed to modify, i.e., in the middle of the main clause. Sometimes this might lead to two verbs – each belonging to one of the clauses – coming together at the end of the sentence, making an awkward sentence. To avoid this, especially if the relative clause is rather long and what remains after it from the main clause just a short verb, sometimes the whole relative clause is placed after the main clause.

A *non-restrictive* relative clause gives some inessential or superfluous information which can be left out without harming the meaning of the main clause. (This is the kind of clause which is usually separated from the rest of the sentence by two commas in English, but punctuation marks are not standardized in Persian and are not always used.) Examples:

این کتاب، که پانصد صفحه دارد، خیلی سخت است
(This book, which has 500 pages, is very difficult.)

بابک، که همسایه ماست، پسر خیلی خوبی است
(Bābak, who is our neighbor, is a very nice boy.)

A *restrictive* relative clause – one that provides some essential information and cannot easily be left out without changing the meaning of the main clause – usually needs an unstressed *-i* suffix to be added to the word (or to the end of the cluster of words) being modified by the relative clause. Compare the following with the non-restrictive examples mentioned above:

این کتابی که پانصد صفحه دارد خیلی سخت است
(‘This/The book that has 500 pages is very difficult.’ – not those other books!)

بابکی که همسایه ماست پسر خیلی خوبی است
(‘The Bābak who is our neighbor is a very nice boy.’ – not the other Bābak whom you also know!)

Example of *-i* added to a cluster of words (also called an ‘*ezāfe* string’)
like دختر زیبا و جوان:

دختر زیبا و جوانی که می بینید خواهر دوستم است
(The beautiful young girl that you see is my friend’s sister.)

Compare these two examples of restrictive and non-restrictive relative clauses:

Non-restrictive: رفتیم، که کمی کوچکتر بود، به اتاق دیگر، (We went to the other room, which was a little smaller.)

Restrictive: به اتاق دیگری رفتیم که کمی کوچکتر بود (We went to another room which was a little smaller.)

Other examples:

شاعری که "بهشت گم شده" را نوشته بود در بهشت گم شد (The poet who had written *Paradise Lost* was lost in paradise.)

آیا کسی را می شناسید که "داستان دو شهر" را خوانده باشد؟ (Do you know someone who has read *A Tale of Two Cities*?)

اگر چیزی (را) پیدا کنم که مالِ کس دیگری نیست، آیا آن چیز مالِ من است؟ (If I find something that does not belong to anyone else, does it belong to me?)

19.2 When not to use *-i* in restrictive relative clauses

When possessive pronouns (whether independent or suffixed) are attached to the words that are to be modified by the relative clause, the clause is often *non-restrictive*; but even if it is used as a *restrictive* clause, the *-i* suffix is not used. Examples:

Non-restrictive: برادرم، که سی ساله است، در مشهد است، (My brother, who is 30 years old, is in Mashhad.) – he is apparently the only brother I have.

Restrictive: آن برادرم که سی ساله است در مشهد است (That brother of mine who is 30 years old is in Mashhad.) – I have other brothers also.

This would pertain to the other possessive version – also. برادر من –

Another case where *-i* is dropped – especially in spoken Persian and in less formal written Persian – is when the modified word(s), or the *antecedent*, already ends in *-i*. This is still more common when demonstrative adjectives are used. Examples:

آن لباس آبی (= آبی ای) که خریدم کمی تنگ است (That blue dress that I bought is a little tight.)

But (without demonstrative adjective): قوری ای که روی میز بود شکست (The teapot that was on the table broke.) Here we are much less likely to drop *-i*, especially in the written version.

19.3 When and how to use را

What to do with prepositions and antecedents in the possessive case

You already know the rule about را or the *DDO*-marker (see 7.3): there has to be a *definite direct object*.

The noun (or pronoun) modified by the relative clause can be the subject or object of either the main verb (in the main clause) or the subordinate verb (in the relative clause), or of both; moreover, it can be definite or indefinite.

You will need a را (usually placed between *-i* and *ke*) if the modified noun is the *definite direct object* of the **main verb** (and not the subordinate verb).

Compare the following complex sentences with relative clauses and see where and why you need را for the word قلم (pen):

قلمی که خیلی گران بود مال او بود (The pen that was very expensive was his.) (قلم is the subject of both verbs; no را.)

قلمی که شما دیدید مال او بود (The pen that you saw was his.) (قلم is the direct object of the subordinate verb, but the subject of the main verb; no را.)

قلمی که خوب بنویسد به من بدهید (Give me a pen that writes well.) (قلم is the subject of the subordinate verb and the *indirect* object of the main verb; still no را.)

قلمی که خوب بنویسد ندیدم (I didn't see a pen that writes well.) (قلم is the subject of the subordinate verb and the *indefinite* direct object of the main verb; still no را.)

قلمی را که خوب می‌نویسد ندیدم (I didn't see *the* pen that writes well.) (قلم is the subject of the subordinate verb and the *definite* direct object of the main verb; now you need را.)

قلمی را که خریده بودم اینجا نمی‌بینم (I don't see here *the* pen that I had bought.) (قلم is the object of both verbs and, more importantly, the *definite direct object* of the main verb; you need را.)

Note: In less careful, 'bad' Persian, sometimes this را is used wrongly, i.e., where it is actually not needed.

19.4 What to do with prepositions and antecedents in the possessive case

In these cases, Persian repeats a pronoun (referring to the antecedent) in the relative clause – which would be regarded as redundancy in English.

'The girl whose father ...' would become in Persian 'the girl that *her* father ...'. Similarly, 'the book about which we talked ...' would become 'the book that we talked about *it* ...'. Or 'the house where [= in which] we lived ...' would become 'the house that we lived in *it* ...'. Examples:

بقالی که همیشه ماستش ترش بود از این محله رفت (The grocer whose yoghurt was always sour went from this neighborhood.)

دختری که پدرش را کشتند گریه می کرد (The girl whose father they killed [= was killed] was crying.)

کتابی را که درباره آن حرف می زدیم به فارسی ترجمه کن (Translate into Persian the book about which we were talking.)

خانه ای را که در آن زندگی می کردیم فروختند (They sold the house in which we used to live.)

سگی که دیروز از آن ترسیدید الآن جلو خانه شماست (The dog of which you were afraid/the dog that scared you yesterday is right now in front of your house.)

Exercises

Exercise 19.1

Use the sentence in parentheses as a *restrictive* relative clause and embed it into the other one, then translate.

Example:

خانه بزرگتر بود. (خانه گرانتر بود.)

→ خانه ای که گرانتر بود، بزرگتر بود.

(The house that was larger was more expensive.)

۱. این خانم خیلی زیبا نیست. (او می رقصد.)
۲. آن فروشنده دیگر اینجا کار نمی کند. (او مهربان بود.)
۳. آن کفش برای من تنگ بود. (آن کفش قشنگتر بود.)
۴. آن زن جایزه را برد. (او همه جوابها را می دانست.)
۵. گلهای سرخ بوی خوبی دارند. (گلهای سرخ در حیاط هستند.)
۶. کیف سبز مال من است. (کیف سبز در اتاق شماست.)
۷. پول خیلی کم بود. (شما به من پول دادید.)

۸. شاید این بچه گرسنه است. (او گریه می‌کند).
۹. گلها خیلی تشنه بودند. (گلها در گلدان بودند).
۱۰. خانه باغچهٔ زیبایی دارد. (خانه روبروی خانهٔ شماست).

Exercise 19.2

Use the sentence in parentheses as a *non-restrictive* relative clause and embed it into the other one, then translate.

Example:

این خانه در محلهٔ خوبی است. (این خانه پنج اتاق دارد).
 این خانه، که پنج اتاق دارد، در محلهٔ خوبی است. →
 (This house, which has four rooms, is in a good neighborhood.)

۱. پری هشت سال دارد. (او بزرگترین دختر من است).
۲. فرش کهنه‌مان در اتاق بچه‌هاست. (آن فرش باید تمیز شود).
۳. مادرم خیلی مریض است. (مادرم الآن در تهران است).
۴. دومین فیلم خیلی جالب بود. (آن فیلم دربارهٔ انقلاب ایران بود).
۵. دریاچهٔ ارومیه دارد خشک می‌شود. (این دریاچه در شمال غربی ایران است).
۶. شهر قم نزدیک کویر است. (این شهر در جنوب تهران است).
۷. این دریاچه در شرق شیکاگو است. (این دریاچه خیلی بزرگ است).
۸. قطب شمال شرق و غرب ندارد. (قطب شمال جای خیلی سردی است).
۹. این کتاب گم شد. (این کتاب عکسهائی از ایران داشت).
۱۰. در این دین زنها هیچ حقی ندارند. (این دین پیروان زیادی دارد).

Exercise 19.3

In some of the following sentences the *DDO* marker را is *not* needed and has wrongly been inserted before که. Which are these sentences? Correct them by deleting را.

Example:

خانه‌ای را که خریدیم شش اتاق دارد (The house we purchased has 6 rooms.) (Here را is needed: YES ☐ NO ☐) → Answer: NO; here خانه is not the *DDO* of the main verb (دارد); see section 19.3.
 Corrected sentence: خانه‌ای که خریدیم شش اتاق دارد

1. (Here را is needed: YES ☐ NO ☐) داستانی را که خواندم خسته کننده بود.
2. (Here را is needed: YES ☐ NO ☐) قطاری را که از جنوب می‌آید خیلی دیر می‌رسد.
3. (Here را is needed: YES ☐ NO ☐) عکسی را که نشان داد تا حالا ندیده بودم.
4. (Here را is needed: YES ☐ NO ☐) اولین کتابی را که خریدم هنوز دارم.
5. (Here را is needed: YES ☐ NO ☐) خوشمزه‌ترین غذائی را که خوردم هرگز فراموش نمی‌کنم.
6. (Here را is needed: YES ☐ NO ☐) برادرم را که در تهران است شما نمی‌شناسید.
7. (Here را is needed: YES ☐ NO ☐) نامه‌ای را که می‌نوشتم تمام شد.
8. (Here را is needed: YES ☐ NO ☐) کتاب "پائیز در زندان" را که شعرهای زیبایی دارد خیلی دوست دارم.
9. (Here را is needed: YES ☐ NO ☐) سگی را که گم شده بود پیدا شد.
10. (Here را is needed: YES ☐ NO ☐) چرا گرهی را که با دست باز می‌شود، با دندان باز می‌کنی؟

Exercise 19.4

Translate the sentences from Exercise 19.3 (after corrections) into English.

Exercise 19.5

What you do here is the opposite of what you did in Exercises 19.1 and 19.2: change the relative clause into an independent sentence and write the two sentences separately. Sometimes small changes might enable you to have better independent sentences.

Example:

یک فیلم دیدم. (آن فیلم خوب نبود.) → فیلمی که دیدم خوب نبود

1. (I hadn't seen before the young boy with whom you were talking.) پسر جوانی را که با او حرف می‌زدی قبلاً ندیده بودم.
2. (That girl whose hair is red is very smart.) آن دختری که موهایش قرمز است خیلی زرنگ است.
3. (The 5th city where we stayed was Mashhad.) پنجمین شهری که در آن ماندیم مشهد بود.

4. دُومین کتابی که درباره آن صحبت کردیم 'مردِ پیر و دریا' بود (The second book we talked about was *The Old Man and the Sea*.)
5. گربه‌ای که روی صندلی خوابیده بود خیلی پیر بود (The cat that was sleeping on the chair was very old.)
6. صندلی‌ای که گربه روی آن خوابیده بود راحت بود (The chair on which the cat was sleeping was comfortable.)
7. اتاقی که بچه‌ها در آن بازی می‌کردند کوچک نبود (The room in which the children were playing was not small.)
8. درختی که برگهایش قرمز شده بود خیلی زیبا بود (The tree whose leaves had turned red was very beautiful.)
9. پروین، که تو با او شنا می‌کردی، دختر خوبی است (Parvin, with whom you were swimming, is a nice girl.)
10. من که هرگز در ایران نبوده‌ام می‌توانم به فارسی حرف بزنم (I, who have never been to Iran, can speak Persian.)

IDIOMS – PROVERBS – APHORISMS – POEMS

میانِ باغ، گلِ سُرخ، های و هو دارد
 که بو کنید دهانِ مرا، چه بو دارد!
 (مولوی)

In the garden, the red rose is making a lot of fuss.

[saying] 'Smell my mouth, [see] what scent it has!'
 (Rumi, 13th century)

گربه دستش به گوشت نمی‌رسید، گفت: 'پیف! بو می‌دهد!'
 The cat could not reach the meat, it said: 'Eew! It stinks!'

گرهی را که با دست باز می‌شود، با دندان باز نکن
 Don't untie with [your] teeth a knot that can be untied with
 [your] hand.

UNIT TWENTY

Passive

فصل ۲۰

مجهول

New words in this unit

| | | |
|-----------------|-------------------------------|--|
| مجهول | <i>maj.hul</i> | passive (gr.); unknown |
| جایزه | <i>jā.ye.ze</i> | award (pl. جوایز, <i>ja.vā.yez</i>) |
| حکایت | <i>he.kā.yat</i> | story; tale (pl. حکایات, <i>he.kā.yāt</i>) |
| صدا | <i>se.dā</i> | sound; voice |
| مغازه | <i>ma.ghā.ze</i> | shop, store |
| یخچال | <i>yakh.chāl</i> | refrigerator, fridge |
| دو قلو | <i>do-gho.lu</i> | twin |
| به دنیا آوردن | <i>be don.yā ā.var.dan</i> | to bear, to give birth to
[آور → آوردن] |
| دَعَوَت کردن | <i>da'.vat kar.dan</i> | to invite [کن → کردن] |
| دَعَوَت شدن | <i>da'.vat sho.dan</i> | to be invited [شو → شدن] |
| فریب دادن | <i>fa.rib dā.dan</i> | to deceive [ده → دادن] |
| فریب خوردن | <i>fa.rib khor.dan</i> | to be deceived [خور → خوردن] |
| جنگ | <i>jang</i> | war |
| شطرنج | <i>shat.ranj</i> | chess |
| شکست | <i>she.kast</i> | defeat (n.) [short infinitive or past stem of the verb شکستن, <i>she.kas.tan</i>] |
| شکست خوردن (از) | <i>she.kast khor.dan (az)</i> | to be defeated (by); to lose
[خور → خوردن] |
| شکست دادن | <i>she.kast dā.dan</i> | to defeat [ده → دادن] |

| | | |
|----------------|----------------------------|--|
| تغییر | <i>tagh.yir</i> | change (pl. تغییرات, <i>tagh.yi.rā't</i>) |
| تغییر دادن | <i>tagh.yir dā.dan</i> | to change (tr.) [ده → دادن] |
| تغییر کردن | <i>tagh.yir kar.dan</i> | to change (intr.) [کن → کردن] |
| آشتی | <i>āsh.ti</i> | reconciliation |
| آشتی دادن (با) | <i>āsh.ti dā.dan (bā)</i> | [to cause] to reconcile (to or with) (tr.) [ده → دادن] |
| آشتی کردن (با) | <i>āsh.ti kar.dan (bā)</i> | to reconcile (to or with) (intr.) [کن → کردن] |
| عادت | <i>ā.dat</i> | habit (pl. عادات, <i>ā.dā't</i>) |
| عادت دادن (به) | <i>ā.dat dā.dan (be)</i> | to make accustomed to, to cause to get used to (tr.) [ده → دادن] |
| عادت کردن (به) | <i>ā.dat kar.dan (be)</i> | to get accustomed to, to get used to (intr.) [کن → کردن] |
| کتک | <i>ko.tak</i> | beating, thrashing |
| کتک خوردن | <i>ko.tak khor.dan</i> | to be beaten or thrashed (intr.) [خور → خوردن] |
| کتک زدن | <i>ko.tak za.dan</i> | to beat or thrash (tr.) [زن → زدن] |
| دور افتادن | <i>dur of.tā.dan</i> | to be thrown away, to be discarded (intr.) [افت → افتادن] |
| دور انداختن | <i>dur an.dākh.tan</i> | to throw away, to discard (tr.) [انداز → انداختن] |
| (از) یاد بُردن | <i>az yād bor.dan</i> | to forget [بُر → بُردن] |
| (از) یاد رفتن | <i>az yād raft.tan</i> | to be forgotten [رو → رفتن] |
| به پایان آمدن | <i>be pā.yān ā.ma.dan</i> | to end (intr.) [آ → آمدن] |
| ریاضی | <i>ri.yā.zi</i> | mathematics; mathematical |
| دانشمند | <i>dā.nesh.mand</i> | scientist |
| اطلاعات | <i>et.te.lā.'āt</i> | information (pl. of اطلاع, <i>et.te.lā'</i>) |
| ایمیل | <i>i.meyl</i> | email |
| انگلستان | <i>en.ge.les.tān</i> | England |
| انگلیسی | <i>en.ge.li.si</i> | English |

| | | |
|----------|-----------------------|--|
| لازم | <i>lā.zem</i> | necessary |
| باقی | <i>bā.ghi</i> | remaining |
| همچنان | <i>ham.che.nān</i> | still (<i>lit.</i>) |
| بارها | <i>bār-hā</i> | many times |
| فرستادن | <i>fe.res.tā.dan</i> | to send (pres. stem: فرست, <i>fe.rest</i>) |
| پذیرفتن | <i>pa.zī.rof.tan</i> | to accept (pres. stem: پذیر, <i>pa.zir</i>) |
| به وسیله | <i>be va.sī.le-ye</i> | by [means of] |
| توسط | <i>ta.vas.so.t-e</i> | by [means of], through [the mediation of] |
| از طریق | <i>az ta.rī.gh-e</i> | by [way of] |
| از طرف | <i>az ta.ra.f-e</i> | by, through, from |
| از سوی | <i>az su-ye</i> | by, through, from |
| از جانب | <i>az jā.ne.b-e</i> | by, through, from |

20 Formation of the passive in Persian

The passive in Persian is similar to English, with only one difference: the auxiliary verb you need for the passive is شدن [*shodan*, to get/become] (and not بودن, which is used as auxiliary in *perfect* constructions). Thus, instead of *he was killed* Persian says *he got killed*.

Only *transitive* verbs that have *objects* can have a passive voice. To change an *active* verb to *passive* you need to:

1. replace the subject by the object;
2. use the **PAST PARTICIPLE** of the main verb + the **SAME TENSE** from the verb شدن.

Important: In the negative, add *na-* to the *auxiliary* (i.e., شدن, following the rules for different tenses) and not to the *past participle* (which is the main verb).

In a sentence such as: (آنها) جایزه را فردا نخواهند داد (They will not give the award tomorrow.) these are the changes that you should make:

1. Delete the subject (آنها) if it has been mentioned.
2. Make جایزه (the object) your new subject (= drop را, which is no longer needed).

3. The main verb here is دادن, its past participle داده.
4. The tense is future; so you need the same tense from شدن.
5. But don't forget that your new subject is now singular!
6. The new sentence in the *passive voice*:

جایزه فردا داده نخواهد شد

More examples of *active* → *passive*:

ماشین دوستم فروخته شده است → دوستم ماشینش را فروخته است
 تمام پنجره‌ها بسته شده بودند → تمام پنجره‌ها را بسته بودیم
 هزار بار از او پرسیده شد → هزار بار از او پرسیدم
 چند کتاب آورده می‌شود؟ → چند کتاب می‌آورید؟
 من و تو کشته خواهیم شد → من و تو را خواهند کشت
 آن باید امروز نوشته شود → باید آن را امروز بنویسی

20.1 Alternatives to the passive

Persian hates the passive and uses ingenious methods to avoid it:

1. Well, this one may not be so ingenious – it is similar to English: if you say 'They have cleaned the windows today,' it is like saying 'The windows have been cleaned today.' Persian uses the 3rd person plural – without mentioning the subject – as a very common method of avoiding the passive.
 The sentence جایزه را نخواهند داد ('they will not give the award') does already sound like the passive in Persian, and is much better (and more common) than the real passive (جایزه داده نخواهد شد).
2. There are some verbs that are both transitive and intransitive, and Persian would use them intransitively instead of changing them to the passive. شکستن [*shekastan*, to break] in Persian and 'to break' in English are good examples. However, in English you can say both 'the window broke' (intransitive) and 'the window was broken' (passive), whereas in Persian the passive version (پنجره شکسته شد) would sound awkward and you would always say پنجره شکست ('the window broke').
3. Most of the compound verbs with کردن are *transitive*; to change these to the passive you simply replace کردن by شدن and they become the *intransitive* version of the same verb. Once you know that دعوت کردن [*da'vat kardan*, to invite] is transitive, you can be sure that there is an intransitive version with شدن also which not only can, but *has to* be used when the passive is needed:

Table 20.1: Active and passive in different tenses and the subjunctive
(Changing from 'you see him' to 'he is seen,' etc.)

| | Present | Past | Future | Subjunctive |
|----------------------------|--|--|--|--|
| SIMPLE | او را می بینم
او را نمی بینم
او دیده می شود
او دیده نمی شود | او را دیدم
او را ندیدم
او دیده شد
او دیده نشد | او را خواهم دید
او را نخواهم دید
او دیده خواهد شد
او دیده نخواهد شد | او را ببینم
او را نبینم
او دیده شود
او دیده نشود |
| PROGRESSIVE | [دارم] او را می بینم
او را نمی بینم
او [دارد] دیده می شود
او دیده نمی شود | او را می دیدم
او را نمی دیدم
او [داشت] دیده می شد
او دیده نمی شد | | |
| PERFECT | او را دیده ام
او را ندیده ام
او دیده شده (است)
او دیده نشده (است) | او را دیده بودم
او را ندیده بودم
او دیده شده بود
او دیده نشده بود | | او را دیده باشم
او را ندیده باشم
او دیده شده باشد
او دیده نشده باشد |
| PERFECT PROGRESSIVE | او را می دیده ام
او را نمی دیده ام
او دیده می شده (است)
او دیده نمی شده (است) | (not common) | | |

Active: او را دعوت کردم (I invited him.)

Passive: او دعوت شد (He was invited.)

- Could we also say: او دعوت کرده شد - NO! NEVER!

4. Similarly, there are other transitive compound verbs where the verb part can be switched with another verb to make the meaning intransitive, and you usually learn such verbs in pairs, such as فریب دادن [*farib*] and فریب خوردن - 'to deceive' and 'to be deceived':

Active: ما پرویز را فریب دادیم (We deceived/cheated/tricked Parviz.)

Passive: پرویز فریب خورد (Parviz was deceived/cheated/tricked.)

(For more examples of such pairs of verbs, see this unit's word list.)

Now you certainly want to know: What if we want to say: 'he was deceived by this or that person?' Good question. See 20.2.

20.2 How to mention the agent

That is what Persian hates most. Why use *passive* at all if you want to mention the *agent*? Passive sentences that mention the agent sound very awkward in Persian; they usually have the unpleasant odor of 'translations' by inexperienced translators. Examples of this are more likely to be found in administrative language or in scientific texts.

But if, for whatever reason, you have to mention the agent, there are some compound prepositions that can be used, all meaning 'by means of'/'by using' or 'by way of'/'via'/'through': به وسیله [*be vasile-ye*], توسط [*tavassot-e*], از طریق [*az tarigh-e*], از طرف [*az taraf-e*], از سوی [*az su-ye*], از جانب [*az jāneb-e*].

Examples:

پاسخ این مسئله ریاضی به وسیله یک دانشمند جوان انگلیسی داده شد
(The answer to this math problem was given by a young English scientist.)

پیشنهادش از سوی همه پذیرفته شد
(His suggestion was accepted by all.)

اطلاعات لازم از طریق ایمیل برای آنها فرستاده شد
(The necessary information was sent to them by/via email.)

20.3 Passive of infinitives and past participles

This also follows the same rule: past participle of the main verb + same form from the verb *shodan*. Examples:

(گرفته نشدن) (neg.: گرفته شدن) → گرفتن

(گرفته نشده) (neg.: گرفته شده) → گرفتن

(Put the uneaten food
[= leftovers] in the fridge.)

(A few months passed
from her husband's being killed.)

Exercises

Exercise 20.1

Change the following sentences to the passive.

Example: مینا دیده شد → من مینا را دیدم

۱. دیروز غذایتان را نخورده بودید.
۲. تو در آنجا زیباترین شعرهایت را خواهی سرود.
۳. این لباس را نباید با آب داغ بشوید.
۴. تنها سه فصل از آن کتاب را خوانده‌ایم.
۵. چرا همه سیبها را نیاوردند؟
۶. چیزهائی را که نباید بشویم، شنیدیم.
۷. چیزی که او گفت، دروغ بود.
۸. اگر این لباس را بپوشی، تو را خواهند شناخت.
۹. من یک روز این گل‌دان زیبا را از تو می‌دزدم.
۱۰. همیشه غذایشان را از آنجا می‌خریدند.

Exercise 20.2

Change the following passive sentences to active, using the word(s) given in parentheses as subject.

Example: مینا را دیده‌ام → مینا دیده شده است (من)

۱. دانشجویها به کتابخانه برده می‌شوند. (استاد)
۲. لباسهای تمیز در اتاقان گذاشته خواهند شد. (من)
۳. چند عکس خوب از تو گرفته شد. (خواهرم)
۴. چرا پیشنهاد من پذیرفته نمی‌شود؟ (تو)
۵. امیدوارم او دیگر دیده نشود. (ما)
۶. گلها از روی میز برداشته شده بودند. (شما)
۷. همه کتابها از یک مغازه خریده شدند. (من)
۸. این نامه کی نوشته شده است؟ (تو)
۹. اگر آن کتاب خوانده شود، این فیلم فهمیده خواهد شد. (ما)
۱۰. کفشهای بهتری فروخته می‌شود. (آن مغازه)

Exercise 20.3

Use intransitive verbs (passive equivalents) in the following sentences and delete the subject (if mentioned).

Example: میز تمیز شد → میز را تمیز کردم

۱. وقتی داستان را خواند، همه او را تشویق کردند.
۲. آن روز را هرگز از یاد نخواهم بُرد.
۳. باید جای این میز را در اتاقم تغییر بدهم.
۴. باید پسر را عادت بدهم که شبها زودتر بخوابد.
۵. معلمها قبلاً در مدرسه شاگردان را کتک می‌زدند.
۶. کتابهایی را که لازم نیستند، دور می‌اندازیم.
۷. آن مرد را فریب دادند و تمام پولش را دزدیدند.
۸. آیا این دوقلوها را در پائیز به دنیا آوردی؟
۹. بچه‌ها را آشتی دادیم و حالا دوستهای خوبی هستند.
۱۰. در آن جنگ انگستان آلمان را شکست داد.

Exercise 20.4

Choose the correct form of the verb to complete the following sentences, then translate the sentence. (Some of them need an active/transitive verb and some a passive/intransitive verb. Sometimes the presence or absence of را can help you make the right choice.)

Example:

استاد را در خانه پسرش (۱. دیده شد / ۲. دیده شدم / ۳. دیدم)
→ correct answer is (۳) (I saw the professor at his son's house.)

۱. آن خانم در خیابان (۱. دیده شد / ۲. دیده بود / ۳. دیدند).
۲. باید چیزهایی را در فصل هفتم کتابم تغییر (۱. کنم / ۲. بکنم / ۳. بدهم).
۳. با ورزشهای خوب، شما خیلی سریع لاغر (۱. می کند / ۲. می کنید / ۳. می شوید).
۴. در بازی شطرنج از دوستم شکست (۱. دادم / ۲. شدم / ۳. خوردم).
۵. آن غذای بد شما را مریض (۱. کرد / ۲. کردید / ۳. شدید).
۶. برای گرفتن کتابش به خانه ام (۱. آورد / ۲. آمد / ۳. آمده شد).
۷. اتاق من خیلی تمیز (۱. کرد / ۲. کرده شد / ۳. شد).
۸. آن عکس باید به پرویز (۱. داد / ۲. بشود / ۳. داده شود).
۹. آن روز در استخر بزرگی شنا (۱. کردیم / ۲. شدیم / ۳. کرده شدیم).
۱۰. باید به من کمک (۱. شوید / ۲. کرده شوید / ۳. کنید) که اینها را ببرم.

Exercise 20.5

Make active and passive sentences with the subjects and verbs given based on this model:

آن سیب (خوردن)
آیا آن سیب می خورد؟ - نه، آن سیب خورده می شود.
(‘Does that apple eat?’ - ‘No, that apple is eaten.’)

۱. خانه من (دیدن)
۲. آن لباسها (پوشیدن)
۳. آن نامه (نوشتن)
۴. دروغ (باور کردن)
۵. این داستان (خواندن)
۶. گلدان (گذاشتن)
۷. عکسش (گرفتن)
۸. این هدیه (دادن)
۹. شعرم (سرودن)
۱۰. در (بستن)

Exercise 20.6

Translate the following into English.

Exercises

۱. آن کتابها به استاد نشان داده شدند.
۲. به خواهرم بیشتر از من پول داده شده است.
۳. ناگهان صدای خیلی بلندی شنیده شد.
۴. همه غذایشان را خورده بودند و من و شوهرم فراموش شده بودیم.
۵. دربارهٔ این مشکل بارها فکر شده بود.
۶. چیزی که به آن توجه نشده بود تمیز کردن راهروها بود.
۷. پیدا نشدن کیف آن مهمان، همه را ناراحت کرد.
۸. مردی که کیف را دزدیده بود به زندان برده شد.
۹. دروغی که گفته شده است خیلی مهم نیست.
۱۰. به تمام چیزهایی که پرسیده شد درست جواب دادم.

IDIOMS – PROVERBS – APHORISMS – POEMS

به پایان آمد این دفتر، حکایت همچنان باقی ...

This book came to an end, but not our story ...

(From a poem by Saadi (13th century).)

KEY TO EXERCISES

Unit 1

Exercise 1.1

1. ضوابط 7. سپاسگزارم 6. مذبوحانه 5. مزگانهایش 4. پشتیبانی 3. مشترکات 2. هنرپیشه 1.
8. استدلال 14. جنگجالی 13. تنازع 12. متشبه 11. ثناگویان 10. چراغسازی 9. واقعگرایی
15. مستخلص 20. قوریابه 19. حاضر جواب 18. مصوبه 17. نظرباز 16. صورتگر 15.

Exercise 1.2

1. مسواک 11. اتاق 10. خانه 9. شهر 8. برادر 7. مادر 6. پدر 5. پسر 4. دختر 3. زن 2. مرد 1.
12. موازی 18. تولیدات 17. پرستو 16. همیشه 15. مهمانی 14. هنرمند 13. سوراخ 12.
19. گربه 20. پالتو 19.

Exercise 1.3

1. surat. 2. cheshm. 3. dahān. 4. gush. 5. bini. 6. zabān. 7. angosht.
8. ghāshogh. 9. changāl. 10. āsemān. 11. tabas. 12. maghāze. 13. montafi.
14. she'r. 15. erfāni. 16. mesdāgh. 17. ravādid. 18. mokhālef. 19. gereftār.
20. estesnā.

Exercise 1.4

1. khashk / khashk / khoshk / khashak / khashek / khashok / khashak / khashok / khashok / khoshak / khoshak / khoshak / khoshak. 2. tar / ier / tor. 3. ghātar / ghāter / ghātor. 4. asb / esb / osb / asab / aseb / asob / esab / eseb / esob / osab / oseb / osob. 5. khub / khavb / khevb / khowb / khavab / khavab / khavab / khavob / khevab / khevab / khevob / khovab / khoveb / khovob. 6. kalm / kelm / kolm / kalam / kalem / kalom / kelam / kelem / kelom / kolam / kalem / kolom. 7. ahamd / ahemd / ahomd / ahmad / ahmed / ahmod / ahamad / ahamed / ahomod / ahemad / ahemed / ahemod / ahomad /

ahomed / ahomod / ehamd / ehemd / ehomd / ehmad / ehmed / ehmod /
 ehamad / ehamed / ehamod / ehemad / ehemed / ehemod / ehomad / ehomed
 / ehomod / ohamd / ohemd / ohomd / ohmad / ohmed / ohmod / ohamad
 / ohamed / ohamod / ohemad / ohemed / ohemod / ohomad / ohomed /
 ohomod. 8. āble / āblah / ābleh / ābloh / ābale / ābalah / ābaleh / ābaloh
 / ābele / ābelah / ābeleh / ābeloh / ābole / ābolah / āboleh / āboloh. 9. dānā.
 10. ghāzi / ghāzey.

Unit 2

Exercise 2.1

زیانها 8. صورتها 7. آهوها 6. پرندهها 5. دهها 4. شهرها 3. دانشجوها 2. کتابها 1.
 دستها 15. بچهها 14. خانهها 13. روزها 12. خانمها 11. شاعرها 10. شاعرها 9.

Exercise 2.2

زیانها 3. زنها / زنان 2. [foreign word; not possible with -ān] دکترها 1.
 خانمها 8. آقاها / آقایان 7. شبها 6. ایرانیها / ایرانیان 5. شعرا / شاعرها / شاعران 4.
 نامهها 13. انگشتها / انگشتان 12. گوشها 11. ستارهها / ستارگان 10. بچهها 9.
 پرندهها / پرندگان 15. صندلیها 14.

Exercise 2.3

The wrong ones are 1, 3, 4, 9, 10 and 11.

Exercise 2.4

ستاره‌های کوچک 3. (the girl's pen) قلم دختر 2. (good mother) مادر خوب 1.
 (small stars) صندلیهای زیبا 5. (great poets) شاعران بزرگ 4. (beautiful
 chairs) ده ایرانی 8. (bad night) شب بد 7. (ugly hands) دستهای زشت 6.
 (Iranian village) (student of history/history student) دانشجوی تاریخ 9.
 برادر پسر or (brother's son/nephew) پسر برادر 11. (horse's ear) گوش اسب 10.
 (the boy's brother) خانه نزدیک 13. (the face of the gazelle) صورت آهو 12.
 (nearby house) کتاب زبان or (language of the book) زبان کتاب 14.
 (language book) (history of the country) تاریخ کشور 15.

Unit 3

Exercise 3.1

1. چهار 11. صفر 10. سه 9. پنج 8. هجده 7. یازده 6. ده 5. یک 4. سیزده 3. دو 2. صد 1. بیست 19. هفت 18. شصت 17. شش 16. دو 15. دویست 14. پانصد 13. هزار 12. چهل 20.

Exercise 3.2

1. چهارصد 4. [1001 =] هزار و یک 3. [33 =] سی و سه 2. [21 =] بیست و یک 5. [405 =] و پنج چهل و 7. [799 =] هفتصد و نود و نه 6. [101 =] صد و یک 5. [44 =] چهارصد و ده 10. [66 =] شصت و شش 9. [55 =] پنجاه و پنج 8. [910 =] سیصد و 13. [49 =] چهل و نه 12. [888 =] هشتصد و هشتاد و هشت 11. [229 =] دویست و بیست و نه 14. [396 =] نود و شش صد و شصت و سه 15. [61 =] شصت و یک 17. [601 =] شصت و یک 16. [163 =] هشتصد و نه 18. [912 =] نهصد و دوازده 20. [513 =] پانصد و سیزده 19. [809 =]

Exercise 3.3

- این دوازده صندلی 3. سی و سه پرند 2. چهارصد و هشتاد و دو کتاب خوب 1. یک بینی بزرگ 7. آن شصت روز 6. دو ستاره کوچک 5. یازده شب 4. زشت پنجاه و پنج کیلو 10. نوزده ساعت 9. شانزده دانشجوی بد 8.

Exercise 3.4

1. هجده / هجدهم / هجدهمین
2. سی / سیام / سیامین
3. دو / دوم / دومین
4. صد / صدم / صدمین
5. نود و نه / نود و نهم / نود و نهمین
6. هزار / هزارم / هزارمین
7. دویست و پنجاه / دویست و پنجاهم / دویست و پنجاهمین
8. چهل / چهلم / چهلمین
9. هشت / هشتم / هشتمین

10. شانزده / شانزدهم / شانزدهمین
11. چهارده / چهاردهم / چهاردهمین
12. نه.د / نه.د.م / نهصدمین
13. هفتاد و هفت / هفتاد و هفتم / هفتاد و هفتمین
14. بیست و پنج / بیست و پنجم / بیست و پنجمین
15. شصت / شصتم / شصتمین
16. سیصد / سیصد.م / سیصدمین
17. ده / دهم / دهمین
18. سیزده / سیزدهم / سیزدهمین
19. هفده / هفدهم / هفدهمین
20. نوزده / نوزدهم / نوزدهمین

Exercise 3.5

1. Those two big eyes. 2. The 30th day. 3. The 30th day. 4. The 3rd night.
5. The 2nd pen. 6. Three-fifths of the book. 7. Four-sixths. 8. Seven-tenths
of the house. 9. This first student. 10. The 60th pencil. 11. The 12th bad
day. 12. The last city. 13. The 5th good poet. 14. The 4th Iranian man.
15. The 3rd one. 16. This last one. 17. The 9th horse. 18. The 9th one.
19. The 26th pencil. 20. The 26th one.

Exercise 3.6

Tā wrongly used in numbers 3, 5, 6, 8, 9, 11, 12, 13 and 15.

Unit 4

Exercise 4.1

1. است (Your father is in the room.) 2. او (She is not this girl's mother.)
3. شما (You don't have four hands.) 4. ما (We are not Iranians.) 5. است
(Your mother's face is beautiful.) 6. هستید [or -id = شاعرید] (Are you a
poet?) 7. او (Is this your brother's house? – No, it's not his.) 8. هستند [or
-and + y = شماست, or even singular: شماست] (Those books are
yours.) 9. دارد (Does this lady have a father?) 10. داریم (Don't you have a
book? – Yes, I do [have].)

Exercise 4.2

۱. برادر کوچکش؛ ۲. دومین خانه بزرگشان؛ ۳. دکتر خوبم؛ ۴. پدر ایرانی‌اش؛ ۵. شهر کوچکت؛ ۶. کتابهایم؛ ۷. بچه‌های کوچکشان؛ ۸. زن ایرانی‌تان؛ ۹. اولین درخت بزرگش؛ ۱۰. سیزدهمین روز خوبمان.

Exercise 4.3

1. the poet's; 2. the child's; 3. the lady's; 4. theirs; 5. his sisters'; 6. the night's/for the night; 7. our students'; 8. nose's/for the nose; 9. Germany's/ from Germany/German; 10. of the Persian language.

Exercise 4.4

۱. این کتاب شماست (= شما است). ۲. آن چهار دانشجوی خوب مال کلاس او نیستند. ۳. آنها مال کلاس آن خانم کوچک هستند. ۴. آیا تو یک زن ایرانی نیستی؟ ۵. قلمها مال من نیستند. ۶. آن شهرهای بزرگ در آلمان نیستند. ۷. بچه ها و پدرشان اینجا نیستند / اینجا هستند. ۸. آیا شما در شهر شیرازید/ شیراز هستید؟ ۹. نه، ما در شیراز نیستیم، ما اینجا هستیم / اینجا هستیم، در تهران. ۱۰. بله، او و پدر و مادرش اینجا نیستند / اینجا هستند.

Exercise 4.5

1. You [pl.] are a student/are students. 2. I am a teacher. 3. The Iranian lady's children are small. 4. The pencils and notebooks are his brother's. 5. The Iranian child's eyes are black. 6. We are German. 7. You are not a star. 8. His sisters are students. 9. The pen is our teacher's. 10. The horses are from/belong to the village near the city.

Exercise 4.6

1. ندارند (The students do not have a Persian lesson.) 2. ندارد (This small tree does not have hundreds of leaves.) 3. ندارد (Tonight the sky has no stars.) 4. ندارند (Iranian men do not have big eyes and eyebrows.) 5. نداریم (We do not have a big window in the 3rd room.) 6. ندارید (You [pl.] do not have thousands of poets in your country.) 7. ندارد (That German physician does not have 35 Iranian patients.) 8. ندارم (I do not have an Arabic language class.) 9. ندارى (Don't you [sg.] have parents?) 10. ندارید (Don't you [pl.] have chairs/a chair in your room?)

Unit 5

Key to
exercises

Exercise 5.1

1. می‌خریم
2. می‌روند
3. می‌گوئید
4. دارید
5. می‌دانیم
6. می‌نویسی
7. می‌خریم
8. هستند
9. می‌آئید
10. می‌روید

Exercise 5.2

1. می‌آیند (The Iranian teacher goes to his country tomorrow.)
2. می‌آید (Six American students are coming to the city of Shiraz.)
3. می‌آید (Will he be coming late today?)
4. نمی‌دانیم (We have German books, but we do not know German.)
5. می‌آیند (Every year our brothers come to Isfahan with their American wives.)
6. می‌رسد (Tonight another airplane arrives at Shiraz Airport.)
7. می‌گویم (I'll tell you but I won't tell her.)
8. دارید
9. می‌نویسند (Every day they write letters to me.)
10. می‌روم (I will go to Iran with/by the first plane.)

Exercise 5.3

1. پدر و مادرم دارند به خانه می‌آیند
2. هواپیما دارد به فرودگاه تهران می‌رسد
3. (Not possible)
4. ما داریم در کتابخانه دانشگاه چند نامه می‌نویسیم
5. (Not possible)
6. من دارم از کتابخانه دانشگاه به خانه‌مان می‌روم
7. شما دارید برای خرید به بازار می‌روید
8. (Not possible)
9. آنها دارند در بازار بزرگ تهران فرش می‌خرند
10. (Not possible)

Exercise 5.4

1. Parvin is not going to the university today.
2. Every day you go to school.
3. Tomorrow I will go with my sister to Persian class.
4. I am sick and I will not come to class tomorrow.
5. They do not know Persian [language] well.
6. The daughter of that Iranian lady knows English well.
7. Every evening my father and mother arrive home at seven.
8. He/she is writing a letter to his/her sister in English.
9. The kids are buying food for that black bird.
10. I do not have a pen and I'm writing with a pencil.

Exercise 5.5

1. نیست → است
2. نمی‌رویم → می‌رویم; نداریم → داریم
3. نیستند → هستند
4. (! دارید delete) نمی‌روید → می‌روید
5. (! دارد delete) نمی‌رسد → می‌رسد
6. ندارد → دارد
7. نمی‌خری → می‌خری
8. نمی‌نویسند → می‌نویسند
9. نیستند → هستند
10. ندارد → دارد

Exercise 5.6

۱. می‌خری ۲. می‌روید ۳. می‌آئیم ۴. می‌رسید ۵. می‌نویسیم ۶. می‌داند ۷. ندارند
۸. دارد ۹. نیست ۱۰. می‌گوئیم

Unit 6

Exercise 6.1

۱. هتلهائی / یک هتلهائی ۲. مدرسه‌ای / یک مدرسه / یک مدرسه‌ای ۳. تابستانی / یک تابستان / یک تابستانی ۴. پسری / یک پسر / یک پسری ۵. کودکانی / یک کودکان / یک کودکان ۶. شبهائی / یک شبهائی ۷. خانه‌ای / یک خانه / یک خانه‌ای ۸. برگهائی / یک برگهائی ۹. صبحی / یک صبح / یک صبحی ۱۰. پرنده‌هائی / یک پرنده‌هائی.

Exercise 6.2

۱. صبحی بارانی ۲. شبی سرد ۳. دانشگاهی مشهور ۴. کلاسی خوب ۵. کتابهائی ارزان ۶. روز آفتابی‌ای ۷. روز بارانی زیبائی ۸. پرنده کوچک قرمزی ۹. غذای ایرانی گرمی ۱۰. آسمان روشنی

Exercise 6.3

1. A summer school.
2. A university city.
3. A food [= nutritional/dietary] problem.
4. A Tehrani girl/a girl from Tehran.
5. A kindergarten kid.
6. A historical story.
7. A holy [= 'heavenly'] book.
8. A day of happiness.
9. Beauty class.
10. Cloudy sky.

Exercise 6.4

1. *pākestāni'i*, a Pakistani.
2. *ān hendi-ye javān*, that young Indian.
3. *film-e hendi'i*, an Indian film.
4. *dāstāni hendi*, an Indian story.
5. This one can be read in two ways, with or without *ezāfe*: *pākestāni-ye mosalmān* (a Muslim Pakistani) or *pākestāni mosalmān* (a Muslim Pakistan).
6. *zibā'i-ye dehi irāni*, the beauty of an Iranian village.
7. *deh-e zibā'i*, a beautiful village.
8. *dokhtar-e zerangi*, a clever girl.
9. *shahri tārikhi*, a historical city.
10. *bārāni-ye ān khānom*, that lady's raincoat.

Exercise 6.5

1. Is that clever boy going late to school today?
2. Everyday early in the morning that young prisoner reads books in the prison.
3. Every summer the birds come to the park of our university.
4. A small child is going to kindergarten with her/his mother.
5. Will you go tomorrow to an Iranian restaurant in the city of Chicago with your professor?
6. My father doesn't have time; he is writing a letter.
7. This library has a lot of books for children.
8. Isn't there an Iranian restaurant in this city of Pakistan?
9. There are several beautiful red flowers in the garden of my American professor's house.
10. That child has several white flowers in its hand.

Unit 7

Exercise 7.1

- a) *ra* needs to be added after the words *تکالیفم* and *ایرانی* (both of them *DDOs*).
- b) Translation: Hi Maryam, I'm not coming to the library today; right now I'm going back home. Then I'll take a shower (*lit.*, 'go to bath') and eat something. Then I'll write my homework. I'll watch that Iranian film tonight. Tomorrow I'll talk to you about it in class.

Exercise 7.2

1. آیا پسران رادیو را روشن نمی‌کند؟ (Doesn't your son turn/Isn't your son turning the radio on?)

2. او الآن كفشهای سیاهش را تمیز نمی‌کند (He/she is not cleaning his/her black shoes right now.)
3. ما از تکلیفهای معلم‌مان خیلی خوشحال نمی‌شویم (We don't become very happy/are not thrilled with the assignments of our teacher.)
4. آیا به امتحان سخت فردا فکر نمی‌کنید؟ (Don't you think/Aren't you thinking about tomorrow's difficult exam?)
5. ما امتحانهای سخت را خیلی دوست نداریم (We don't especially like difficult exams.)
6. با پدرم دربارهٔ سفرش به ایران حرف نمی‌زنم (I won't/don't talk/I'm not talking to my father about his trip to Iran.)
7. کتاب را بر نمی‌دارد و به آن نگاه نمی‌کند (He/she doesn't take/is not taking the book and doesn't look/is not looking at it.)
8. هر روز صبح به آنجا نمی‌روم و شب بر نمی‌گردم (I don't go there everyday in the morning and don't come back at night.)
9. آنها الآن یک فیلم شاد نگاه نمی‌کنند (They are not watching a happy movie now.)
10. شما این فیلم را با من نگاه نمی‌کنید؟ (Won't/Don't you watch/Aren't you watching this movie with me?)

Exercise 7.3

1. Demonstrative adjective. 2. Demonstrative adjective. 3. It is not likely to be 'pens' in general (though not impossible) and there are no indefinite markers. 4. Demonstrative adjective. 5. It is plural – so it can't be 'shoes' in general – and there are no indefinite markers. 6. Possessive structure. 7. Plural + possessive pronoun. 8. Plural + possessive structure.

Exercise 7.4

1. I am reading a book about Iran's old cities. 2. I am reading the book *Old Cities of Iran*. 3. I am reading about the book *Old Cities of Iran*. 4. I am watching a famous movie. 5. In this picture I see a small Afghan girl. 6. Everyday I eat a red apple. 7. Tomorrow I'll eat the apple on the table. 8. I see a bird on the tree. 9. I see the bird on the tree. 10. He/she is writing a letter to his/her professor.

Exercise 7.5

Changes that occur to the verbs: 1. نمی خوانم 2. نمی خوانم 3. نمی خوانم 4. نمی کنم
نمی نویسد 10. نمی بینم 9. نمی بینم 8. نمی خورم 7. نمی خورم 6. نمی بینم 5. (دارم delete)
(دارد delete).

Exercise 7.6

۱. ایرانیها / ایرانیان جای سبز دوست ندارند. ۲. من (دارم) قلم سیاه را بر می دارم.
۳. کتاب دوستم را برای او نگه می دارم. ۴. او روزهای بارانی (را) دوست ندارد.
۵. این درخت خطری برای بچه ها ندارد. ۶. من دو خانه می بینم. ۷. خانه شما را نمی بینم. ۸. آیا دوست شما دارد (یک) خانه می خرد؟ ۹. نه، او آن خانه را نمی خرد.
۱۰. ما مدرسه مان را دوست داریم.

Unit 8**Exercise 8.1**

۱. زیباتر ۲. زشت تر ۳. بهتر/خوبتر ۴. دیدنی تر ۵. زنگتر ۶. قدیمی تر ۷. سیاهتر
۸. خسته تر ۹. خوشحالت ۱۰. جوانتر.

Exercise 8.2

1. (a cleverer student) دانشجوی زرنگتر / دانشجوی زرنگتری.
2. (a smaller child) بچه ای کوچکتر / بچه کوچکتری.
3. (an older house) خانه ای قدیمی تر / خانه قدیمیتری.
4. درختانی زیباتر و سبزتر / درختان سبزتر زیباتری / درختان سبزتر و زیباتری
(more beautiful green trees).
5. (younger professors) استادانی جوانتر / استادان جوانتری.
6. (cities more worth seeing) شهرهای دیدنی تر / شهرهای دیدنیتری.
7. (happier mothers) مادرانی شادتر / مادران شادتری.
8. آسمانی آبی تر و روشنتر / آسمان آبی تر روشنتری / آسمان آبی تر و روشنتری
(a more beautiful and brighter sky).
9. (a better and cheaper pen) قلمی بهتر و ارزانتر / قلم بهتر ارزانتری / قلم بهتر و ارزانتری
cheaper pen) – Here instead of بهتر also possible.
10. اتاقی بزرگتر و راحت تر / اتاقی بزرگتر راحتتری / اتاقی بزرگتر و راحتتری
(a bigger and more comfortable room).

Exercise 8.3

1. سخت‌ترین درس (the most difficult lesson).
2. خوشمزه‌ترین غذا (the most delicious food).
3. بیشترین (زیادترین) تکالیف (the most [= the most numerous or the longest] assignments).
4. گرمترین تابستان (the warmest summer).
5. بهترین (خوبترین) فیلم (the best film).
6. مهم‌ترین کتابخانه (the most important library).
7. ترش‌ترین ماست (the sourest yoghurt).
8. قدیمی‌ترین شهر (the oldest city).
9. آسان‌ترین امتحان (the easiest exam).
10. مشهورترین نویسنده (the most famous writer).

Exercise 8.4

1. گرم‌ترین (This is one of the warmest days of the summer.)
2. ارزان‌تر (Don't you have any room cheaper than this in the hotel?)
3. راحت‌ترین (I don't see the most comfortable chair.)
4. گران‌تر (This restaurant is the most expensive Iranian restaurant.)
5. بیشتر (Foreign tourists see the city of Isfahan more [often].)
6. زیباترین (Who gives/will give me his/her most beautiful pen?)
7. قرمزتر (Why don't we see a more red apple in the garden?)
8. خوشمزه‌ترین (Chelow-kabāb is not the most delicious Persian food.)
9. بیشتر (Students of Persian like this professor most.)
10. کمتر (Does he give them fewer assignments?)

Exercise 8.5

1. هر زندگی‌ای چه دارد؟ (What does every life have?)
2. زرنگ‌ترها از ساعت چند / از کی در کلاس هستند؟ (From what time are the more clever ones in class?)
3. دوشنبه‌ها پروین کدام خواهرش را به کودکستان می‌برد؟ (Which of her sisters does Parvin take to kindergarten on Mondays?)

4. (How much time ['how many hours'] do they give for the exam?) برای امتحان چند ساعت وقت می دهند؟
5. (On which day do we go to a beautiful park?) در روز چنـدم به یک پارک زیبا می رویم؟
6. (My brother doesn't like the study of the history of where?) برادرم درس تاریخ کجا را دوست ندارد؟
7. (All of whose books do I read?) من همه کتابهای کی را می خوانم؟
8. (Where is this bird all the time?) این پرنده همیشه کجا است؟
9. (What are you doing with that girl?) شما با آن دختر چه می کنید؟
10. (How old is my father?) پدرم چند سال دارد؟

Exercise 8.6

1. Younger people talk very little to older ones at home.
2. I am twenty-six years old and I'm five years older than my brother; how old are you?
3. This writer writes about everything and we don't know what his book is about.
4. Do you know German? No, not at all. None of us speaks German.
5. I never drink a drink with ice in winter. A hot sweet tea is the best thing.
6. Where and till what time are you going to study tomorrow afternoon?
7. Who is going to water the flowers this week?
8. Don't listen (too) much to what sellers say; no grocer would say that his yoghurt is sour. [proverb]
9. There's no course ['class'] whatsoever in this university for Iran's history.
10. None of his brothers knows how he lives in an expensive city.

Unit 9

Exercise 9.1

۱. بیا/نیا، بیائید/نیانید
۲. بده/نده، بدهید/ندهید
۳. بخور/نخور، بخورید/نخورید
۴. بدان/ندان، بدانید/ندانید
۵. بگو/نگو، بگوئید/نگوئید
۶. برس/نرس، برسید/نرسید

۷. بین/بین، بینید/نبینید
۸. بنویس/ننویس، بنویسد/ننویسد
۹. بگذار/نگذار، بگذارید/نگذارید
۱۰. بنشین/ننشین، بنشینید/ننشینید

Exercise 9.2

1. بنشینید – [student to professor:] Please sit down, you'll get tired.
2. نخورید – Never eat too much; you'll get sick.
3. بگذار – Please put the book on your table!
4. نیائید – [professor to students:] Please don't come to the class late tomorrow.
5. بنویس – [a man to his son:] Write your mother a letter today!
6. بگو – Who are you? Say your name!
7. بخورید – [me to my two younger brothers:] Eat from this *āsh* (soup), it is very delicious.
8. بین – [Parvin to her younger sister:] Watch this movie; it is very interesting.
9. نخور – [me to my friend:] Don't grieve so much; it is no use at all.
10. بمان – You don't have a class tomorrow; stay with us tonight.
11. ندهید – Never give a lot of money to your small children.
12. نرسید – Don't be late, Mohammad won't wait for you.

Exercise 9.3

1. Don't be sad, these problems will pass/will be over. 2. Be careful! The tea is very hot. 3. Have/Keep the book; I don't want it this week. 4. Have this five million Tomans! It is not much; it is equal to 500 American dollars. 5. Don't worry about money; all people have financial problems in life. 6. Don't go very slowly; it is getting late. 7. Wait ['stand/stop'] here a little, I'll come back soon. 8. Give me your hand, it's dark here. 9. Do exercises for 20 minutes each day. 10. Don't talk to him/her more than an hour.

Exercise 9.4

۱. لطفاً آن را به پدرم نگوئید!
۲. آن سیبهای ترش را نخور!

۳. فردا صبح ساعت شش و نیم بیدار شو!
۴. لطفاً به (حرفهای) آن مرد احمق گوش نکنید!
۵. افاق را دوبار در هفته تمیز کن!
۶. لطفاً کمی صبر کنید، دارم می‌آیم!
۷. زودتر از پس‌فردا برنگرد!
۸. آن گلها را در روشتترین افاق نگه دار!
۹. لطفاً بیشتر از ده بچه (را) در یک کلاس نگذارید!
۱۰. خواهرت را بیشتر از دوستت دوست داشته باش!

Exercise 9.5

1. برنگرد (Don't return home for food/dinner.)
2. گوش نکن (Don't listen to every talk.)
3. نده (Don't take the test today.)
4. بیائید (Come tomorrow with your homework.)
5. نداشته باش (Don't worry/Don't be sad.)
6. نشو (Don't get upset.)
7. بنویسید (Write a dictation.)
8. بردارید (Take/Pick up that flower.)
9. صبر نکنید (Don't wait for me for more than 15 minutes.)
10. باش (Be happy! You have the best room.)

Unit 10

Exercise 10.1

۱. نوشتن ۲. خوردن ۳. بردن ۴. نشستن ۵. ورزش کردن ۶. بیدار شدن ۷. برگشتن
۸. افتادن ۹. امتحان دادن ۱۰. خطر داشتن ۱۱. حرف زدن ۱۲. خندیدن
۱۳. دانستن ۱۴. بودن ۱۵. بودن ۱۶. خریدن ۱۷. خواستن ۱۸. گذاشتن ۱۹. دیدن
۲۰. گفتن.

Exercise 10.2

۱. حرف زدنِ بچه‌ها معمولاً خیلی آهسته نیست.
۲. نامه نوشتنِ شما خیلی جالب است.
۳. دیدنِ استادم خیلی کوتاه است.
۴. ترجمه کردنِ داستان (برای تو) آسان است.
۵. پیدا کردنِ راه بازار (برای شما) سخت است.
۶. جواب دادنِ آنها خیلی دیر است.
۷. غذا خوردنِ این بچه‌ها خیلی تمیز است.
۸. خواندنِ این پرنده زیبا است.
۹. درس خواندنِ پسران عالی است.
۱۰. حرف زدنِ تو با او زشت نیست.

Exercise 10.3

1. Children don't usually speak very quietly. // Children's talking is not usually very quiet.
2. You write letters in a very interesting way. // Your letter writing is very interesting.
3. I'll see/I'm seeing my professor very briefly. // My meeting [with] my professor will be/is very brief.
4. You [will] translate the story with ease. // Translating the story will be/is easy for you.
5. It will be/is difficult for you to find the way to the bazaar. // Finding the way to the bazaar will be/is difficult for you.
6. They [will] answer very late. // Their answering will be/is very late.
7. These children eat very cleanly. // These children's eating is very clean.
8. This bird sings beautifully. // This bird's singing is beautiful.
9. Your son studies excellently. // Your son's studying is excellent.
10. You are not talking to him/her in an ugly/inappropriate way. // Your talking to him/her is not ugly/inappropriate.

Exercise 10.4

1. His travel to Tajikistan and my return are on the same day. است
2. Everybody was very happy to see/from seeing this beautiful garden. می‌شوند
3. Listening to the radio is very helpful for learning these languages. است
4. I'll assist him/her in finding his wallet/her purse. می‌کنم

5. Does *NOT* going to Iran make you [feel] very sad? می کند
6. Why are you afraid of your daughter[']s] traveling around the world? می ترسید
7. Not cleaning the table is the biggest mistake of my brother and me. است
8. No one tells me anything about my father's coming. نمی گوید
9. My wife and I always talk about going or not going to America. می زنیم
10. Studying at American universities is always expensive. است

Unit 11

Exercise 11.1

۱. خواهم رفت ۲. خواهی آمد ۳. خواهد دید ۴. خواهیم دانست ۵. خواهید نوشت ۶. خواهند خرید ۷. خواهم داشت ۸. خواهی رسید ۹. خواهد گذاشت ۱۰. خواهیم خواند ۱۱. خواهید پخت ۱۲. خواهند نشست.

Exercise 11.2

1. (I won't see you tomorrow in the factory.) نخواهم دید
2. (Next month their mother won't return from her trip.) برنخواهد گشت
3. (I won't study with my friend at 4 P.M.) درس نخواهم خواند
4. (This evening you won't dine with your family.) نخواهید خورد
5. (This cook won't cook very well.) آشپزی نخواهد کرد
6. (Don't talk, he/she won't understand.) حرف ننزید / نخواهد فهمید
7. (We won't have much time for that job.) نخواهیم داشت
8. (My father won't be with us for more than two weeks.) نخواهد بود
9. (We won't celebrate twice on a [single] day.) جشن نخواهیم گرفت
10. (This university will not give you a lot of things.) نخواهد داد

Exercise 11.3

۱. باز خواهد کرد / تمیز نخواهد کرد ۲. پیدا خواهد کرد / کار خواهد کرد ۳. یاد خواهد گرفت ۴. تدریس خواهند کرد ۵. بیدار نخواهند شد ۶. کمک نخواهد کرد ۷. آمتحان نخواهند داد ۸. رد نخواهد شد / غصه نخواهد خورد ۹. ورزش خواهد کرد ۱۰. خوشحال خواهم شد ۱۱. بر خواهم گشت / پیدا خواهم کرد ۱۲. برخواید داشت / باز خواهد کرد / خواهد خواند.

Exercise 11.4

1. Ahmad will open the windows but won't clean the house. 2. Mina will find her book and will work for her lesson. 3. Parvin will learn English language for four years at the university. 4. Both of these professors will teach at the University of Tehran. 5. None of those young guys will wake up early in the morning. 6. My father will never help my mother with household chores. 7. Why won't all the students take the exam on the same day? 8. Nobody will fail the exam and become sad. 9. The teacher will exercise with the children for one hour in the school yard. 10. I will become very happy (from) seeing my wife's family. 11. I will return to my country and find a better job. 12. He/she will always take the envelope (or letter) and open it and read the letter.

Exercise 11.5

1. a) حرف می‌زنم; b) حرف خواهم زد
2. a) سفر می‌کند; b) سفر خواهد کرد
3. a) جشن می‌گیرند; b) جشن خواهند گرفت
4. a) بیدار می‌شوم; b) بیدار خواهم شد
5. a) می‌آید; b) خواهد آمد
6. a) نمی‌بیند; b) نخواهد دید
7. a) خوشحال نمی‌شوند; b) خوشحال خواهند شد
8. a) غصه نمی‌خوری; b) غصه نخواهی خورد
9. a) تدریس می‌کند; b) تدریس خواهد کرد
10. a) پاسخ نمی‌دهد; b) پاسخ خواهد داد
11. a) برمی‌دارم; b) برخواهم داشت
12. a) می‌رسی; b) خواهی رسید
13. a) می‌ماند; b) خواهد ماند
14. a) نمی‌آید; b) نخواهد آمد
15. a) پیدا می‌کنید; b) پیدا خواهید کرد

Exercise 11.6

1. Tomorrow I'll talk to a famous dentist. 2. Next year he/she will travel to Egypt to learn ['for learning'] the Arabic language. 3. The students will celebrate the New Year at the university. 4. Tomorrow I'll wake up at 8 A.M.

5. Tomorrow Ahmad will come to class 15 minutes later. 6. Won't anyone see the professor next week? 7. They will never be happy about eating at a very expensive restaurant. 8. Won't you ever feel sad over your family? 9. Next term a guest professor from Iran will teach at our university. 10. A professor will never answer all of my questions. 11. I will return to my home and take my bag. 12. You will reach/arrive at Tehran after seeing/visiting the cities of Isfahan and Shiraz. 13. My best friend will stay at our home for three weeks. 14. Tomorrow no one will come with me to the train station. 15. You will find the way very easily.

Unit 12

Exercise 12.1

۱. خوردم ۲. برنگشتی ۳. آشپزی کردیم ۴. مواظب نبودند/ افتادند ۵. نداشتند/ جشن نگرفتند ۶. پاسخ نداد ۷. ترسیدیم ۸. نزدیک/ خندیدید ۹. راه رفت/ تمیز شد ۱۰. گذشت ۱۱. نبود/ نینداخت ۱۲. نگه داشت ۱۳. نیفتاد ۱۴. ماندید ۱۵. پخت.

Exercise 12.2

1. من قبل از غذا آب می‌خوردم (I was drinking/used to drink before eating.)
2. چرا کمی زودتر بر نمی‌گشتی؟ (Why weren't you returning/didn't you use to return a bit earlier?)
3. ما هر شب در خانه آشپزی می‌کردیم (We were cooking/used to cook at home every night.)
4. بچه‌ها مواظب نبودند و می‌افتادند (The children were not careful and were falling/used to fall down.)
5. آنها پول نداشتند و جشن نمی‌گرفتند (They didn't have money and were not celebrating/didn't use to celebrate.)
6. آن احمق به هیچ سؤالی پاسخ نمی‌داد (That stupid [person] was not answering/did not use to answer any question[s].)
7. چرا ما از یک پرنده کوچک می‌ترسیدیم؟ (Why were we afraid of/did we use to get scared by a small bird?)
8. چرا حرف نمی‌زدید و تنها می‌خندیدید؟ (Why were you not talking and were just laughing? / Why did you not use to talk and used to laugh only?)

9. در باران راه می‌رفت و تمیز می‌شد (He/she/it was walking in the rain and was getting cleaned/used to walk in the rain and get cleaned.)
10. مرد پیر آهسته از خیابان می‌گذشت (The old man was passing/used to pass on the street slowly.) [It can also mean 'crossing the street.']
11. او یک بچه کوچک نبود و آن را نمی‌انداخت (He was not a small kid and would not drop it.)
12. من سیب را برای تو نگه می‌داشتم (I was keeping/used to keep the apple for you.)
13. آیا کتاب از روی میز نمی‌افتاد؟ (Wasn't the book falling/didn't it use to fall from the table?)
14. تا جمعه در این شهر می‌ماندید (You were staying/used to stay in this city until Friday.)
15. او در آشپزخانه غذای خوشمزه‌ای می‌پخت (He/she was cooking/used to cook some delicious food in the kitchen.)

Exercise 12.3

۱. آمدم ۲. داشت ۳. خیاطی می‌کرد ۴. می‌رفتم ۵. می‌رفت ۶. بود ۷. به شمار می‌آید ۸. می‌رفتم ۹. می‌ماندیم ۱۰. برو می‌گشتیم ۱۱. دوست داشتیم ۱۲. زندگی نمی‌کنم ۱۳. درس می‌خوانم ۱۴. ندارد ۱۵. بود ۱۶. یاد گرفتم ۱۷. می‌دانم ۱۸. است ۱۹. یاد می‌گیری ۲۰. بنویس.

Exercise 12.4

Salām dear Laura,

1. I was born in a small city in Iran ['in one of Iran's small cities'].
2. My father had a government job,
3. and my mother was a tailor.
4. I went with my older sister to a girls' school.
5. My brother went to a boys' school.
6. Our city was small,
7. but it is considered one of the oldest cities in Iran.
8. During the summer vacations I used to go with my family to Tehran.
9. We used to stay there for two months
10. and then we would return to our city.
11. My brother and sister and I liked our small city more than Tehran.
12. Now I am not living in Iran

13. and I am studying Persian literature at an American University.
14. Unfortunately this university does not offer ('have') Kurdish language and literature.
15. My mother tongue is Kurdish;
16. I learned Persian at the public ['government' or 'state-run'] school of our city.
17. I know Persian very well,
18. but it is still a second language for me too.
19. You too are learning Persian well.
20. Write me again / Continue to write to me in Persian.

All the best ['adieu'],
Shahnaz

Exercise 12.5

۱. برای عکس گرفتن از گلها به حیاط رفت.
۲. برای نگاه کردن یک فیلم به خانه ما آمد.
۳. برای رفتن به ایران زبان فارسی یاد گرفتیم.
۴. برای بیمار نشدن، ورزش کردی.
۵. برای تمیز کردن خانه خیلی کار کردند.
۶. برای گرفتن این عکس خیلی صبر کردم.
۷. برای رسیدن به آنجا خیلی راه رفت.
۸. برای خواندن کتاب، آن را برداشتی.
۹. برای دیدن خیابان، به پنجره نزدیک شدند.
۱۰. برای خوشحال کردن بچه‌ها یک پرنده خریدم.

Exercise 12.6

1. He/she went to the yard to take pictures of the flowers.
2. He/she came to our home to watch a movie.
3. We learned Persian to go to Iran.
4. You did exercises in order not to get sick.
5. They worked a lot to clean the house.
6. I waited very long to take this picture.
7. He/she walked a lot to reach there.
8. You picked up the book in order to read it.
9. They approached the window in order to see the street.
10. I bought a bird to make the children happy.

Unit 13

Exercise 13.1

1. (*imp. sg., neg.*) دیده
2. (*pres., 2nd pl.*) زده
3. (*simple past, 1st sg.*) خورده
4. (*pres., 3rd pl.*) مرده
5. (*imp. pl.*) خوابیده
6. (*imp. sg.*) انداخته
7. (*pres., 2nd sg.*) ترسیده
8. (*pres., 1st pl.*) نوشته
9. (*imp. pl.*) پخته
10. (*imp. sg.*) آمده

Exercise 13.2

۱. سفر نکرده است ۲. مریض شده است ۳. نخوانده اند ۴. خوشحال شده ام
۵. یاد گرفته است ۶. فهمیده اید ۷. پخته ام ۸. رد نشده اند ۹. تدریس کرده است
۱۰. صحبت کرده است.

Exercise 13.3

1. He/she has never traveled to Tajikistan.
2. After the arrival ['coming'] of guests the child has become sick.
3. None of the students of the class has read the book. [*pl. in Persian!*]
4. Receiving my sister's letter has made me happy ['I have become happy from receiving ...'].
5. Laura has learned the Arabic language in Egypt.
6. You have understood the poem/poetry of Hafez very well.
7. Today I have cooked Iranian food again.
8. None of the students has failed in the exam.
9. He/she has taught Persian literature at the University of Isfahan.
10. Our professor has talked about the New Year celebration in Iran, Tajikistan, Afghanistan and Uzbekistan.

Exercise 13.4

1. پوشیده است (Today our professor is wearing brown shoes.)
2. ننشسته ام (I have never been sitting in the library for the whole day.)
3. خوابیده است (Last night he/she slept for only four hours.)
4. پوشیده است (Today our [Ms] teacher is wearing a red dress.)

5. صحبت کرده است (He/she has talked to me a lot.)
6. نشسته‌اند (Three beautiful red birds are sitting on the tree.)
7. خوابیده است (Our little girl is sleeping in her room.)
8. ایستاده‌ایم (We have been standing in the train station since 8 A.M.)
9. ایستاده است (The train has been waiting / has stopped in the station since 8:15.)
10. شده است (The weather has become much colder.)

Exercise 13.5

۱. به دنیا آمده بود ۲. پوشیده بودم ۳. مرده بود ۴. یاد گرفته بودم ۵. سفر نکرده بودند ۶. صحبت کرده بود ۷. نشنیده بودم ۸. آمده بودند ۹. خوابیده بودی ۱۰. نخوانده بودیم

Exercise 13.6

1. That lady has been sitting here with her child since an hour ago waiting to see the doctor.
2. I have never been to Afghanistan [until now].
3. I haven't seen any of my Iranian friends since one year ago [till now].
4. He/she will have graduated from the university by next year.
5. I have normally eaten my meal by 2 P.M.
6. We have never gone to the bazaar for shopping on Mondays.
7. Today they have not placed the spoons and the forks on the table.
8. Shahnaz has always been sleeping longer on Fridays.
9. Forough has always been considered [as] an important poet.
10. My mother has been cooking for three hours.

Unit 14

Exercise 14.1

۱. نشنود
۲. بخورم
۳. بخوانند
۴. بردارم
۵. باشند
۶. داشته باشی
۷. فخریم
۸. باز شود
۹. بنویسید
۱۰. نباشم

Exercise 14.2

۱. شاید فردا بر نگردند.
۲. دیروز تصمیم گرفتم یک کتاب بخرم.
۳. ممکن است همه چیز را ندانیم.
۴. باید آن صندلی را بیاورند.
۵. می‌تواند خیلی خوب بنویسد.
۶. قبل از اینکه آنها بیایند، ما غذا خورده بودیم.
۷. شک دارم [که] خانه خیلی بزرگی داشته باشند.
۸. اطمینان نداریم [که] معلم دفترتان را بیاورد.
۹. احتمال دارد [که] بچه از روی میز بیفتد.
۱۰. فکر نمی‌کنم [که] با این غذا ما همه مریض شویم.

Exercise 14.3

۱. بیایید - می‌شویم
۲. می‌خواهد - برود
۳. سعی کنیم - بماند
۴. نداند / نمی‌داند - بدهیم
۵. می‌بینم - دارد
۶. بگوئی - شنید / شنیده بود
۷. رفتیم / رفته بودیم - درست کنیم
۸. تمام کنند - برمی‌گردند
۹. دارید - می‌خواند
۱۰. بتوانید - تمام کنید

Exercise 14.4

| subjunctive verb | used here because of |
|------------------|----------------------|
| صحبت کنم | تا |
| پرسم | اگر |
| باور کنم | نمی‌توانستم |
| بگیرند | باید |

Exercise 14.5

۱. با این عینک نو می‌توانم خیلی بهتر ببینم.
۲. همیشه خواسته بودم / همیشه می‌خواستم [که] [یک] معلم باشم.
۳. چطور می‌توانی آن خانه بزرگ را نبینی؟
۴. کی تصمیم گرفتی همه کتابهایت را بفروشی؟
۵. نگذار تمام مدت تلویزیون تماشا کند.
۶. فراموش نکنی که قبل از غذا خوردن دستهایت را بشوئی.
۷. به آنجا رفته بودند که مادر پیرشان را ببینند.
۸. باید حتماً سعی کنی که برای او شغل راحت‌تری پیدا کنی.
۹. به تو نگفتم که نباید به او اعتماد کنی؟ / به شما نگفتم که نباید به او اعتماد کنید؟
۱۰. از او خواسته‌ایم که پیش ما بماند تا باران قطع شود. / از او خواسته‌ایم که تا قطع شدن باران پیش ما بماند.

Unit 15

Exercise 15.1

1. (The weather must not have been very cold there.) بوده باشد
2. (He/she may not have gone / Maybe he/she has not gone to Arab countries.) نرفته باشد
3. (He/she may have heard your words.) شنیده باشد
4. (I cannot have/I don't think I have spent so much on my trip.) خرج کرده باشم
5. (We may have returned by car from Tehran to Mashhad.) برگشته باشیم
6. (I doubt that he/she has eaten all of his/her food.) خورده باشد
7. (Why isn't it possible for you to have seen him? / Why can't you have seen him?) دیده باشی
8. (You must have cooked some very delicious food for the guests.) پخته باشید
9. (Make sure you have written this letter by tomorrow.) نوشته باشی
10. (He/she must have enjoyed sunny days.) برده باشد

Exercise 15.2

۱. (شاید) شود ۲. (باید) استراحت کنید ۳. (بتوانیم) برویم ۴. (می توانستیم) بینیم
۵. (پیشنهاد می کردی) بیاورد ۶. (باید) درس بخواند ۷. (شاید) برگردد ۸. (نباید) تماشا کنند ۹. (می توانستید) باشید ۱۰. (مواظب باشم) خرج کنم.

Exercise 15.3

Sentence no. 3 (شاید → بتوانیم → برویم) and
sentence no. 10 (باید → مواظب باشم → خرج کنم).

Exercise 15.4

۱. زندگی کنم ۲. بیایند ۳. هستم/استراحت کنم ۴. آرزو دارند/بروند ۵. نمی توانیم/بمانیم ۶. دوست ندارند/تمام شود ۷. سعی می کند/تمام کند/استخدام شود ۸. می گوید/می رسد ۹. مطمئن نیستیم/قبول شویم ۱۰. امیدوار نیستند/بتوانند/بیایند.

Exercise 15.5

1. a) نمی توانم → می توانم (I cannot come with you to the restaurant.)
b) نیایم → بیایم (I can also not come with you to the restaurant [= I have this option also].)
2. a) ندارید → دارید (Don't you have doubts that his words could be true?)
b) نباشد → باشد (Do you have doubts that his words could be untrue?)
3. a) نباید → باید (You mustn't necessarily eat Iranian chelow-kabāb.)
b) نخورید → بخورید (You must definitely not eat Iranian chelow-kabāb.)
4. a) نیست → است (It's not possible that they can buy this house at a cheaper price.)
b) نخرند → بخرند (It's possible that they won't buy this house at a cheaper price.)
5. a) نکرد → کرد (My doctor did not suggest that I take these pills.)
b) نخورم → بخورم (My doctor suggested that I not take these pills.)

Exercise 15.6

1. If only I could work less and travel more! 2. You should always be hopeful and never be afraid of the problems in ['of] life. 3. He guessed this letter was from the university. 4. I might go to France next year for

a vacation. 5. I wish you were able to not spend so much money. 6. We guess our professor can make Iranian kabāb well. 7. It is possible that there is no class tomorrow. 8. He/she is not sure if he/she could study medicine at Harvard University. 9. He/she might sell his/her old books to me. 10. Try to always be less sad and enjoy life more.

Unit 16

Exercise 16.1

۱. می‌روم/خواهم رفت ۲. می‌شوید/خواهید شد ۳. صبر کنید ۴. بروم ۵. داشته باشیم ۶. می‌فهمد/خواهد فهمید ۷. خوشحال می‌شود/خوشحال خواهد شد ۸. باشد ۹. خرج می‌کنی/خرج خواهی کرد ۱۰. نمی‌نویسم/نخواهم نوشت.

Exercise 16.2

(Those in brackets are possible but less common options.)

۱. تلفن می‌کرد/تلفن کرده بود ۲. می‌کردی ۳. داده بودم/می‌دادم ۴. شنا می‌کردم/ (شنا کرده بودم) ۵. می‌رسیدند/رسیده بودند ۶. می‌توانستیم/ (توانسته بودیم) ۷. می‌پرسیدند/پرسیده بودند // می‌توانستند/ (توانسته بودند) ۸. به دنیا آمده بود / (به دنیا می‌آمد) // نمی‌سرود/ (نسروده بود) ۹. می‌پوشیدند/ پوشیده بودند // مریض نمی‌شدند/ (مریض نشده بودند) ۱۰. نداشتم/ نمی‌داشتم/ نداشته بودم // دوست داشتم/ دوست می‌داشتم.

Exercise 16.3

1. می‌آیم (If I don't call by 10 A.M. tomorrow, I'll come here.)
2. می‌شوم (I'd be very happy if you brought this suitcase for me to the station tomorrow.)
3. دوست نداشتم (If I had been a poet, I wouldn't have liked to write sad poems.)
4. بیاید (If guests come on Friday, we'll have to clean the whole house.)
5. نرفته بود/ می‌خواند (If he/she hadn't gone to that university, now he/she would have been studying at a culinary school.)
6. داشتم (If I had had one million dollars, I wouldn't have been working here for you now.)

7. نمی آورد (If your professor cooks Iranian food very well, why doesn't he/she bring [food] for his/her students?)
8. نخورده بودم (If I had turned on the light in the yard last night, I wouldn't have fallen down.)
9. می رفتید (If you had gone to the Persian section of the library, you would have seen many books in the Persian language.)
10. حرف نمی زد (If he/she hadn't lived in Isfahan for three years, he/she wouldn't have spoken Persian with an Isfahani accent.)

Exercise 16.4

۱. می کردم / کرده بودم ۲. مجبور نبودیم / مجبور نمی بودیم ۳. نبود / نمی بود ۴. دوست نداشتم / دوست نمی داشتم ۵. پیدا می شد / پیدا شده بود ۶. دروغ نمی گفتند / دروغ نگفته بودند ۷. می نوشت / نوشته بود ۸. می توانستم / توانسته بودم.

Exercise 16.5

1. The author of the novel wished to see one day the house of his childhood years.
2. I wish human beings could have lived with each other without hunger and poverty and war.
3. If we had stayed at the hotel for the night, you wouldn't have been forced to drive in this rain.
4. If you have learned Arabic, you know that many Persian words come from Arabic.
5. If men do not care for/protect nature, more and more animals will become extinct.
6. If you want to know about Iranian cinema, watch the pre-revolution Iranian movies also.
7. I wish I had known the Arabic and French languages too.
8. If he/she had closed the door of the room, the thief/robber wouldn't have been able to steal his wallet/her purse.
9. If you have traveled to the city of Tehran, you must know how polluted ['dirty'] and unhealthy the air is there.
10. If you know Iran's famous writers, you must know Sadegh Hedayat also.
11. If you want clean and healthy air, you had better not live in large cities.
12. If they hadn't stolen this lady's purse a few months ago, she would never have kept an eye on it like this.

Unit 17

Exercise 17.1

۱. از - تا ۲. از ۳. از ۴. به ۵. در - از ۶. درباره ۷. با - با ۸. در - با
۹. با - برای / پیش ۱۰. تا - تا.

Exercise 17.2

The prepositions (from right to left):

در، با، در، ظرف، پس از، به، در، به، نزدیک.

Translation: In this story, a lover kills his girlfriend ['the beloved'] with a knife, then he cleans the knife with the woman's dress/clothes and puts it in the table's drawer. Within two hours of the woman's death, the police arrive at her house and there they find the knife in the drawer and they notice a small phone book close to it.

Exercise 17.3

۱. از عاشق بودن پسر همه شهر خبر دارند.
۲. از لاغر شدن پدرم، مادرم ناراحت نیست.
۳. چرا به برگشتن او اطمینان ندارید؟
۴. به تمام شدن تعطیلات زیاد فکر نکن!
۵. به تنها رقصیدن او هیچکس توجه نکرد.
۶. از بد رانندگی کردنم خانواده‌ام می‌ترسند.
۷. از سخت بودن زبان عربی نمی‌ترسم.
۸. از نابود شدن طبیعت بیشتر انسانها خبر ندارند.
۹. در مورد رفتن به آمریکا خیلی حرف نمی‌زند.
۱۰. به ناراحت بودن خانواده‌اش توجه نمی‌کرد.

Exercise 17.4

1. Everybody in the city knows about your son's being in love. 2. My mother is not unhappy about my father's losing weight. 3. Why aren't you sure of/about his/her returning? 4. Don't think [so] much about the vacation's coming to an end. 5. Nobody noticed/paid attention to his/her dancing alone. 6. My family is afraid of my driving badly. 7. I am not afraid of

the Arabic language being difficult. 8. Most of the people/Most men do not know about nature's destruction ('being destroyed'). 9. He/she does not talk much about going to America/the USA. 10. He/she did not pay much attention to his/her family's being unhappy/discontented.

Exercise 17.5

1. برای اینکه خرید کنیم، به بازار می‌رویم. (We go to the market in order to shop.)
2. برای اینکه کیف پولش را پیدا کند، پیش پلیس رفت. (He/she went to the police in order to find his wallet/her purse.)
3. برای اینکه آن کتاب را بگیرم، به کتابخانه می‌روم. (I go to the library to get/borrow that book.)
4. برای اینکه در آمریکا زندگی کنید، باید زیاد پول داشته باشید. (In order to live in America/the USA, you must have a lot of money.)
5. برای اینکه عاشق شوید، باید همیشه جوان بمانید. (In order to fall in love, you must always stay young.)
6. برای اینکه به مهمانی بروند، کفشهای بهتری پوشیدند. (They put on better shoes in order to go to the party.)
7. برای آنکه پدرم را خوشحال کنم، ماشینش را تمیز کردم. (In order to make my father happy, I cleaned his car.)
8. برای آنکه آن شعر را بفهمی، باید ده بار آن را بخوانی. (In order to understand that poem, you have to read it ten times.)
9. برای آنکه حرفهای برادرم را نشنوم، رادیو را روشن کردم. (In order not to hear my brother's words, I turned on the radio.)
10. بچه برای آنکه مادرش را بیدار کند، موهای او را کشید. (In order to wake up his/her mother, the child pulled her hair.)

Unit 18

Exercise 18.1

۱. ازدواج کردند ۲. بیایند ۳. بروند ۴. حرف می‌زد ۵. باران می‌آمد ۶. برف می‌آمد ۷. ببیند ۸. مُرد ۹. بودم ۱۰. رانندگی می‌کنید

Exercise 18.2

۱. وقتی که ۲. تا وقتی که ۳. در حالیکه ۴. همینکه ۵. قبل از آنکه ۶. وقتی که ۷. در حالیکه ۸. وقتی که ۹. هر وقت که ۱۰. قبل از آنکه

Exercise 18.3

۱. وقتیکه برای اولین بار به استخر شنا بروم، از آب خیلی خواهم ترسید.
۲. تا وقتیکه مریض باشید، نخواهید توانست برای امتحان درس بخوانید.
۳. در حالیکه به آسمان نگاه می‌کنم و می‌دوم، زمین می‌خورم.
۴. همینکه پدر و مادر مینا به اروپا بروند، مینا خانه‌شان را خواهد فروخت.
۵. قبل از آنکه خواهرم به دنیا بیاید، مادرم به عنوان معلم در مدرسه کار خواهد کرد.
۶. وقتیکه زمستان بشود، بسیاری از پرندگان به جاهای گرم پرواز خواهند کرد.
۷. در حالیکه مادرم در بیمارستان است، (روزی) تولدم را با پدرم جشن خواهم گرفت.
۸. وقتیکه گرسنه باشم، نخواهم توانست خوب کار کنم.
۹. چرا هر وقت که من کتاب می‌خوانم، تو تلویزیون را روشن می‌کنی؟
۱۰. هر شب قبل از آنکه بخوابم، (برای) نیم ساعت کتاب خواهم خواند.

Exercise 18.4

- a) 5 and 10. b) In none of them.

Exercise 18.5

۱. برف که می‌آید، همه جا سفید می‌شود.
۲. مادرم که برگشت، هنوز برف می‌آمد. / هنوز برف می‌آمد که مادرم برگشت.
۳. چراغ که خاموش است، بیچه می‌ترسد.
۴. غذا که می‌خوردیم، چراغها خاموش شدند. / غذا می‌خوردیم که چراغها خاموش شدند.
۵. غذا را که بیاورند، همه به آن اتاق خواهیم رفت.
۶. اسمش را که گفت، همه چیز را به یاد آوردم.
۷. او که آمد، برای رفتن به سینما خیلی دیر بود.
۸. آن نامه را که خواندیم، همه خندیدیم.
۹. در که باز شد، ما همه می‌خندیدیم. / ما همه می‌خندیدیم که در باز شد.
۱۰. در را که باز کردیم، گریه از اتاق بیرون رفت.

Exercise 18.6

1. When it snows, everywhere becomes white.
2. When my mother returned, it was still snowing.
3. When the light is off, the child is scared.
4. While we were eating, the lights went off.
5. When they bring the food, we will all go to that room.
6. When he said his name, I remembered everything.
7. When she came, it was too late for going to the cinema.
8. When we read that letter, we all laughed.
9. When the door opened, we were all laughing.
10. When we opened the door, the cat left the room.

Unit 19

Exercise 19.1

1. این خانمی که می‌رقصد خیلی زیبا نیست (This lady who's dancing is not very beautiful.)
2. آن فروشنده‌ای که مهربان بود دیگر اینجا کار نمی‌کند (That seller who was kind does not work here any more.)
3. آن کفشی که قشنگتر بود برای من تنگ بود (The shoes that were prettier were [too] tight/small for me.)
4. آن زنی که همه جوابها را می‌دانست جایزه را برد (The woman who knew all the answers won the prize.)
5. گل‌های سرخی که در حیاط هستند بوی خوبی دارند (The red roses that are in the yard smell good/have a good smell.)
6. کیف سبزی که در اتاق شماس مال من است (The green bag which is in your room is mine.)
7. پولی که شما به من دادید خیلی کم بود (The money that you gave me was very little.)
8. شاید این بچه‌ای که گریه می‌کند گرسنه است (Maybe this child who's crying is hungry.)
9. گل‌هایی که در گلدان بودند خیلی تشنه بودند (The flowers that were in the vase were very thirsty.)
10. خانه‌ای که روبروی خانه شماس باغچه زیبایی دارد (The house which is in front of your house has a beautiful garden.)

Exercise 19.2

1. پاری، که بزرگترین دختر من است، هشت سال دارد (Pari, who is my eldest daughter, is eight years old.)
2. فرش کهنه‌مان، که باید تمیز شود، در اتاق بچه‌هاست (Our old carpet, which must be cleaned, is in the children's room.)
3. مادرم، که الآن در تهران است، خیلی مریض است (My mother, who is now in Tehran, is very sick.)
4. دوّمین فیلم، که دربارهٔ انقلاب ایران بود، خیلی جالب بود (The second film, which was about the Iranian Revolution, was very interesting.)
5. دریاچهٔ ارومیه، که در شمال غربی ایران است، دارد خشک می‌شود (Lake Urmia, which is in north-western Iran, is drying up.)
6. شهر قم، که در جنوب تهران است، نزدیک کویر است (The city of Qom, which lies to the south of Tehran, is close to the desert.)
7. این دریاچه، که خیلی بزرگ است، در شرق شیکاگو است (This lake, which is very large, lies to the east of Chicago.)
8. قطب شمال، که جای خیلی سردی است، شرق و غرب ندارد (The North Pole, which is a very cold place, has no east and west.)
9. این کتاب، که عکسهائی از ایران داشت، گم شد (This book, which had pictures of Iran, was lost.)
10. در این دین، که پیروان زیادی دارد، زن‌ها هیچ حَقّی ندارند (In this religion, which has many followers, women have no right[s].)

Exercise 19.3

NOT needed in Nos. 1, 2, 7, 9. Corrected sentences:

1. داستانی که خواندم خسته کننده بود
2. قطاری که از جنوب می‌آید خیلی دیر می‌رسد
7. نامه‌ای که می‌نوشتم تمام شد
9. سگی که گم شده بود پیدا شد

Exercise 19.4

1. The story that I read was boring.
2. The train that comes from the south arrives very late.
3. Until now I hadn't seen the picture that he/she showed.
4. I still have the first book that I bought.
5. I'll never forget the most delicious food that I ate.

6. You don't know my brother who is in Tehran.
7. The letter I was writing is finished.
8. I like very much the book *Autumn in Prison* which has beautiful poems.
9. The dog that had been lost was found.
10. Why do you open/unknot with [your] teeth a knot that you can open/unknot with [your] hand?

Exercise 19.5

۱. آن پسر جوان را قبلاً ندیده بودم. (تو با آن پسر جوان حرف می‌زدی).
۲. آن دختر خیلی زرنگ است. (موهای آن دختر قرمز است).
۳. پنجمین شهر مشهد بود. (ما در مشهد ماندیم).
۴. دومین کتاب 'مردِ پیر و دریا' بود. (ما دربارهٔ 'مردِ پیر و دریا' صحبت کردیم).
۵. گربه خیلی پیر بود. (گربه روی صندلی خوابیده بود).
۶. صندلی راحت بود. (گربه روی آن صندلی خوابیده بود).
۷. آن اتاق کوچک نبود. (بچه‌ها در آن اتاق بازی می‌کردند).
۸. آن درخت خیلی زیبا بود. (برگهای آن درخت قرمز شده بود).
۹. پروین دختر خوبی است. (تو با پروین شنا می‌کردی).
۱۰. من می‌توانم به فارسی حرف بزنم. (من هرگز در ایران نبوده‌ام).

Unit 20

Exercise 20.1

۱. دیروز غذایتان خورده نشده بود.
۲. در آنجا زیباترین شعرهای سروده خواهد شد.
۳. این لباس نباید با آب داغ شسته شود.
۴. تنها سه فصل از آن کتاب خوانده شده است.
۵. چرا همهٔ سیبها آورده نشدند؟
۶. چیزهایی که نباید شنیده شوند، شنیده شدند.
۷. چیزی که گفته شد، دروغ بود.
۸. اگر این لباس پوشیده شود، تو شناخته خواهی شد.
۹. یک روز این گلدان زیبا از تو دزدیده می‌شود.
۱۰. همیشه غذایشان از آنجا خریده می‌شد.

Exercise 20.2

Key to
exercises

۱. استاد دانشجوها را به کتابخانه می برد.
۲. من لباسهای تمیز را در اتاقان خواهم گذاشت.
۳. خواهرم چند عکس خوب از تو گرفت.
۴. چرا تو پیشنهاد من را نمی پذیری؟
۵. امیدوارم ما او را دیگر نبینیم.
۶. شما گلها را از روی میز برداشته بودید.
۷. من همه کتابها را از یک مغازه خریدم.
۸. تو این نامه را کی نوشته ای؟
۹. اگر ما آن کتاب را بخوانیم، این فیلم را خواهیم فهمید.
۱۰. آن مغازه کفشهای بهتری می فروشد.

Exercise 20.3

۱. وقتی داستان خوانده شد، او تشویق شد.
۲. آن روز هرگز از یاد (/ از یادِ من) نخواهد رفت.
۳. باید جای این میز در اتاقم تغییر کند.
۴. باید پسرم عادت کند که شبها زودتر بخوابد.
۵. شاگردان قبلاً در مدرسه کتک می خوردند.
۶. کتابهایی که لازم نیستند، دور می افتند.
۷. آن مرد فریب خورد و تمام پولش دزدیده شد.
۸. آیا این دوقلوها در پائیز به دنیا آمدند؟
۹. بچه ها آشتی کردند و حالا دوستهای خوبی هستند.
۱۰. در آن جنگ، آلمان (از انگستان) شکست خورد.

Exercise 20.4

1. (1) That lady was seen on the street.
2. (3) I have to change certain things in the 7th chapter of my book.
3. (3) With good exercises, you will lose weight very fast.
4. (3) I lost to my friend in the game of chess.
5. (1) That bad food made you sick.
6. (2) He came to my house to take his book.
7. (3) My room became very clean.

8. (3) That picture must be given to Parviz.
9. (1) That day we swam in a large pool.
10. (3) You must help me carry these.

Exercise 20.5

۱. - آیا خانه من می بیند؟ - نه، خانه من دیده می شود.
۲. - آیا آن لباسها می پوشند؟ - نه، آن لباسها پوشیده می شوند.
۳. - آیا آن نامه می نویسد؟ - نه، آن نامه نوشته می شود.
۴. - آیا دروغ باور می کند؟ - نه، دروغ باور می شود.
۵. - آیا این داستان می خواند؟ - نه، این داستان خوانده می شود.
۶. - آیا گلدان می گذارد؟ - نه، گلدان گذاشته می شود.
۷. - آیا عکسش می گیرد؟ - نه، عکسش گرفته می شود.
۸. - آیا این هدیه می دهد؟ - نه، این هدیه داده می شود.
۹. - آیا شعرم می سراید؟ - نه، شعرم سروده می شود.
۱۰. - آیا در می بندد؟ - نه، در بسته می شود.

Exercise 20.6

1. Those books were shown to the professor.
2. My sister has been given more money than I have been.
3. Suddenly a very loud noise was heard.
4. Everybody had eaten and my husband and I had been forgotten.
5. This problem had been thought over many times.
6. What no attention had been paid to was the cleaning of the hallways.
7. Everybody was upset by that guest's bag not being found.
8. The man who had stolen the bag was taken to prison.
9. The lie that has been told is not very important.
10. I answered correctly everything that was asked.

PERSIAN-ENGLISH GLOSSARY

This glossary only includes the words used in the examples and exercises. Some proper nouns are also included, for the sake of spelling and pronunciation. Parts of speech and similar information (such as transitive/intransitive) are given only when found necessary.

When two pronunciations are given for the present stem, the first one is the *official* one, needed for the [singular] imperative, and the second one is what you need for present tense conjugation.

Plural forms have been given for common Arabic broken plurals only, those common in at least formal, written language; these plurals appear separately on the list, except for the plurals formed by simply adding *-āt*.

For compound verbs that use *kardan* or *shodan* as their *transitive* and *intransitive* versions, respectively, usually the *transitive* version with *kardan* is the only one mentioned here, unless for some reason it was found necessary and helpful to mention both. (A few compounds with *kardan* are intransitive already and have no version with *shodan*.)

For the abbreviations used, see the Introduction.

The hyphens used before *ezāfes* [-e] should be disregarded in syllabification, but those used to separate different parts of compound words serve at the same time as markers of syllabic divisions.

آ [ā] → آمَدَن
 آب [āb] water
 آب شدن [āb sho.dan] [→ شو ~]
 to melt, turn to water
 آبی [ā.bi] blue
 آخر [ā.khar] last; finally
 آخرین [ā.kha.rin] last
 آدمی [ā.da.mi] man (impersonal),
 human being (*poet.*)

آذر [ā.zar] Azar (girl's name)
 آراء [ā.rā'] *pl.* of رأی
 آرزو [ā.re.zu] wish
 آرزو داشتن [ā.re.zu dāsh.tan] [→ دار ~]
 to have (the) wish (no *mi-* in pres. and
 progressive tenses)
 آرزو کردن [ā.re.zu kar.dan] [→ کن ~]
 to wish
 آره [ā.re] yes (*col.*)

آری [ā.ri] yes [stress on á-] (*poet.*)
 آزادی [ā.zā.di] freedom
 آسان [ā.sān] easy
 آسمان [ā.se.mān] sky
 آسمانی [ā.se.mā.ni] from sky;
 heavenly; holy
 آش [āsh] varieties of Persian thick
 soup
 آشپز [āsh.paz] cook
 آشپزخانه [āsh.paz-khā.ne] kitchen
 آشپزی [āsh.pa.zi] cooking
 آشپزی کردن [āsh.pa.zi kar.dan]
 [→ ~ کن] to cook (*intr.*)
 آشتی [āsh.ti] reconciliation
 آشتی دادن [āsh.ti dān (bā)]
 [→ ده ~] to reconcile
 (to or with) (*tr.*)
 آشتی کردن [āsh.ti kar.dan (bā)]
 [→ ~ کن] to reconcile (to or with)
 (*intr.*)
 آفتاب [āf.tāb] sunshine
 آفتابی [āf.tā.bi] sunny
 آقا [ā.ghā] Mr.; gentleman
 آلمان [āl.mān] Germany
 آلمانی [āl.mā.ni] German
 آمدن [ā.ma.dan] [→ آ, ā] to come
 آمریکا [ām.ri.kā] America; the
 United States (also امریکا,
 em.ri.kā)
 آمریکائی [ām.ri.kā.'i] American
 (also امریکائی, em.ri.kā.'i)
 آن [ān] it; that (*adj. and pr.*)
 آنان [ā.nān] they, those (*pr.; form.;*
 for people only)
 آنجا [ān.jā] there
 آنها [ān.hā] they; those (*pr.*)
 آوردن [ā.var] → آوردن

آوردن [ā.var.dan] [→ آور, ā.var]
 to bring
 آه [āh] Oh; oh (*interj.*); sigh
 آهسته [ā.hes.te] slow/slowly;
 quiet/quietly
 آهو [ā.hu] gazelle
 آینده [ā.yan.de] future; coming,
 approaching, next
 ابر [abr] cloud
 ابرو [ab.ru] eyebrow
 ابری [ab.ri] cloudy
 اتاق [o.tāgh] room
 احتمال [eh.te.māl] likelihood,
 probability (*pl.* احتمالات,
 eh.te.mā.lāt)
 احتمال داشتن [eh.te.māl dāsh.tan]
 [→ دار ~] to be likely (no *mi-* in
 pres. and progressive tenses)
 احتیاج [eh.ti.yāj] need (*pl.* احتیاجات,
 eh.ti.yā.jāt)
 احتیاج داشتن (به) [eh.ti.yāj dāsh.tan
 (be)] [→ دار ~] to have need (of),
 to need (no *mi-* in pres. and
 progressive tenses)
 احمد [ah.mad] Ahmad (boy's name)
 احمق [ah.magħ] stupid (*adj.*); stupid
 person (*n.*)
 ادبیات [a.da.biy.yāt] literature
 ادیان [ad.yān] *pl.* of دین
 ارزان [ar.zān] cheap
 اروپا [o.ru.pā] Europe
 ارومیه [o.ru.miy.ye] Lake Urmia in
 north-western Iran
 از [az] than; from; of
 ازبکستان [oz.ba.kes.tān] Uzbekistan
 از جانب [az jā.ne.b-e] by, through,
 from
 ازدواج [ez.de.vāj] marriage

ازدواج کردن (با) [ez.de.vāj kar.dan (bā)] [→ ~ کن] to marry (with; no direct object)

از سوی [az su-ye] by, through, from

از طرفی [az ta.ra.f-e] by, through, from

از طریق [az ta.ri.gh-e] by [way of]

اسامی [a.sā.mi] pl. of اسم

اسب [asb] horse

استاد [os.tād] professor; master of a craft

استخدام [es.tekh.dām] hiring

استخدام کردن [es.tekh.dām kar.dan] [→ ~ کن] to employ, to hire

استخر [es.takhr] pool, pond

استخر شنا [es.takhr.r-e she.nā] swimming pool

استراحت [es.te.rā.hat] rest

استراحت کردن [es.te.rā.hat kar.dan] [→ ~ کن] to rest (intr.)

استمراری [es.tem.rā.ri] progressive (gr.); continuous

اسلام [es.lām] Islam

اسلامی [es.lā.mi] Islamic

اسم [esm] [pl. اسامی, asāmi] name; noun (gr.)

اسم مفعول [es.m-e maf.'ul] past participle (gr.)

اشتباه [esh.te.bāh] mistake (n.); wrong (adj.)

اصفهان [es.fa.hān] Isfahan (city in Iran)

اصلاً [as.lan] (not) at all

اضافه [e.zā.fe] addition; the connector '-e' (gr.)

اطلاعات [et.te.lā.'āt] information (pl. of اطلاع, et.te.lā')

اطمینان [et.mi.nān] certainty; trust

اطمینان داشتن (به) [et.mi.nān dāsh.tan (be)] [→ ~ دار] to have trust (in) (no mi- in pres. and progressive tenses)

اطمینان کردن (به) [et.mi.nān kar.dan (be)] [→ ~ کن] to trust

اعداد [a'.dād] pl. of عدد

اعراب [a'.rāb] pl. of عرب

افتادن [of.tān] → افت

افتادن [of.tā.dan] [→ افت, of.tā] to fall

افسرده [af.sor.de] depressed

افعال [af.'āl] pl. of فعل

افغانستان [af.ghā.nes.tān] Afghanistan

افغانی [af.ghā.ni] Afghan; Afghani

افکار [af.kār] pl. of فکر

اقوام [agh.vām] pl. of قوم

اگر [a.gar] if (in conditional; not for indirect questions)

الآن [al.'ān] now

التزامی [el.te.zā.mi] subjunctive (gr.)

الفبا [a.lef.bā] alphabet

امتحان [em.te.hān] exam, test (pl. امتحانات, em.te.hā.nāt)

امتحان دادن [em.te.hān dā.dan] [→ ~ ده] to take a test

امر [amr] imperative (gr.); order, command (pl. اوامر, a.vā.mer)

امروز [em.ruz] today

امریکا [em.ri.kā] → آمریکا [ām.ri.kā]

امریکائی [em.ri.kā.'i] → آمریکائی [ām.ri.kā.'i]

امکان [em.kān] possibility (pl. امکانات, em.kā.nāt)

امکان داشتن [em.kān dāsh.tan] [→ ~ دار] to be possible or likely (no mi- in pres. and progressive tenses)

اموال [*am.vāl*] *pl.* of مال
امید [*o.mid*] hope
امیدوار [*o.mid.vār*] hopeful
امیدوار بودن [*o.mid.vār bu.dan*]
[→ باش ~] to hope (*lit.*, 'to be
hopeful')
انداختن [*an.dākh.tan*] [→ انداز, *an.dāz*]
to throw
انداز [*an.dāz*] → انداختن
انسان [*en.sān*] human being; one (*pr.*)
انقلاب [*en.ghe.lāb*] [*pl.* انقلابات, *en.ghe.*
lā.bāt] revolution
انگلستان [*en.ge.les.tān*] England
انگلیسی [*en.ge.li.si*] English
او [*u*] he or she
اوامر [*a.vā.mer*] *pl.* of امر
اول [*av.val*] first
اولین [*av.va.lin*] first
اهداف [*ah.dāf*] *pl.* of هدف
ایران [*i.rān*] Iran
ایرانی [*i.rā.nī*] Iranian (*n.*; *adj.*)
ایستادن [*ist*] → ایست
ایستادن [*is.tā.dan*] [→ ایست, *ist*]
to stand; to stop/pause
ایستگاه [*ist.gāh*] station
ایشان [*i.shān*] they (for people only;
more polite than آنها)
ایمیل [*i.meyl*] email
این [*in*] this (*adj.* and *pr.*)
اینان [*i.nān*] these (*pr.*; *form.*; for
people only)
اینجا [*in.jā*] here
اینقدر [*in-ghadr*] so, so much
اینها [*in.hā*] these (*pr.*)
با [*bā*] with (*prep.*)
با آنکه [*bā ān-ke*] even though
(*form./wrt.*)

با اینکه [*bā in-ke*] even though
بابک [*bā.bak*] Babak (boy's name)
بار [*bār*] 'time' as counting word
بارها [*bār-hā*] many times
باران [*bā.rān*] rain
باران آمدن [*bā.rān ā.ma.dan*]
[→ آ ~] to rain
بارانی [*bā.rā.nī*] rainy (*adj.*);
raincoat (*n.*)
باز [*bāz*] open
باز کردن [*bāz kar.dan*] [→ ~ کن]
to open; to unfasten or untie (*tr.*)
بازار [*bā.zār*] market, bazaar
باز پسین [*bāz.pa.sin*] last (*lit./poet.*)
باز هم [*bāz ham*] again; still
بازی [*bā.zī*] play; game
بازی کردن [*bā.zī kar.dan*]
[→ ~ کن] to play
بودن [*bāsh*] → باش
باغ [*bāgh*] garden (usually large)
باغچه [*bāgh.che*] small garden
باقی [*bā.ghī*] remaining
بالای [*bā.lā-ye*] over, above, on
بام [*bām*] roof
باور کردن [*bā.var kar.dan*]
[→ ~ کن] to believe
با همدیگر [*bā ham-di.gar*] with each
other, with one another
باید [*bā.yad*] must; should (modal verb;
same form for all persons)
با یکدیگر [*bā yek-di.gar*] with each other,
with one another (*form./wrt.*)
بچگی [*bach.che.gī*] childhood;
childishness
بچه [*bach.che*] child (*pl.* usually with
-hā)
بخش [*bakhsh*] section; part

بد [bad] bad
 بدبختانه [bad.bakh.tā.ne] unfortunately, unluckily
 بدون [be.du.n-e] without
 بر [bar] → بُردن
 بر [bar] on, over, above (*lit.*)
 برادر [ba.rā.dar] brother
 برادری [ba.rā.da.rī] brotherhood; brotherliness
 برای [ba.rā-ye] for (*prep.*)
 برآیند [ba.rā.ve in-ke] because, for (*conj.*)
 بردار [bar.dār] → برداشتن
 برداشتن [bar-dāsh.tan] [→ بردار, bar.dār] to pick up (+ *mi-* in pres. and progressive tenses)
 بردن [bor.dan] [→ بر, bar] to take (away), to carry; to win (a prize or match)
 برف [barf] snow
 برف آمدن [barf ā.ma.dan] [→ آ ~] to snow
 برگ [barg] leaf
 برگرد [bar-gard] → برگشتن
 برگشتن [bar-gash.tan] [→ برگرد, bar-gard] to return
 بزرگ [bo.zorg] big; great; large
 بستن [bas.tan] [→ بند, band] to close, to shut; to tie, to fasten; to attach
 به سختی / به سختی [be-sakh.tī] with difficulty; hard (*adv.*)
 بسیار [bes.yār] very; a lot
 بسیاری از [bes.yā.ri az] a lot of
 بعد [ba'd] next (*adj.*, as in 'next week'); afterwards, later, then (*conj.*)
 بعداً [ba'.dan] afterwards, later, then (*adv.*)

بعد از [ba'd az] after (*prep.*)
 بعد از ظهر [ba'd az zohr] afternoon
 بعضی [ba'zi] some (for countables)
 بقال [bagh.ghāl] grocer
 بلبل [bol.bol] nightingale
 بلند [bo.land] high, tall; loud
 بله [ba.le] yes [stress on bá-]
 بلی [ba.lī] yes [stress on bā-] (*wrt.*)
 بستن [band] → بستن
 بو [bu] smell, scent
 بو دادن [bu dā.dan] [→ ده ~] to stink (*intr.*)
 بودن [bu.dan] [→ باش, bāsh] to be
 بو کردن [bu kar.dan] [→ کن ~] to smell
 به [be] to; also 'in' for languages (*prep.*)
 بهار [ba.hār] (season of) spring
 بهشت [be.hesh.t] paradise
 به مدت [be mod.da.t-e] for (*temp.*), for the duration of
 به وسیله [be va.si.le-ye] by, by means of
 به هیچ وجه [be hich-vajh] no way; not at all
 بهتر [beh.tar] better
 به عنوان [be on.vā.n-e] as
 بیان [ba.yān] statement, expression
 بیان کردن [ba.yān kar.dan] [→ کن ~] to state, to express
 بی خبر (از) [bi-kha.bar] unaware; ignorant; not knowing or not having heard (of/about)
 بیدار [bi.dār] awake
 بیدار شدن [bi.dār sho.dan] [→ شو ~] to wake up (*intr.*)
 بیدار کردن [bi.dār kar.dan] [→ کن ~] to wake up (*tr.*)

بیرون [bi.run] outside (*adv.*)
از بیرون / بیرون [bi.ru.n-e / bi.run az]
outside (*prep.*)
(از) بیرون رفتن [bi.run raftan (az)]
to go out; to leave (a place)
بیست [bist] twenty
از بیش [bish az] more than (*form.*)
بیش [bish] more (*lit./wrt.*)
بیشتر [bish.tar] more
بیشتر [bish.ta.r-e] most of
بیمار [bi.mār] sick (*adj.*); sick
person, patient (*n.*)
بیمارستان [bi.mā.restān] hospital
بین [bin] → دیدن
بینی [bi.ni] nose
پا [pā] foot
پاییز [pā.'iz] autumn; also written پاییز
پارک [pārk] park
پاسخ [pā.sokh] answer (*form.*)
(به) پاسخ دادن [pā.sokh dā.dan (be)]
[→ ده] to answer; to give an
answer (to) (*form.*)
پاکستان [pā.kes.tān] Pakistan
پاکستانی [pā.kes.tā.ni] Pakistani
پانزده [pānz.dah] fifteen
پانصد [pān.sad] five hundred
پایان [pā.yān] end
پایان آمدن (به) [be pā.yān ā.ma.dan]
[→ ا] to end (*intr.*)
پاییز [pā.'iz] → پاییز : autumn
پختن [pokh.tan] [→ پز, paz] to cook
(*tr./intr.*)
پدر [pe.dar] father
پدربزرگ [pe.dar-bo.zorg]
grandfather
پدر و مادر [pe.da.r-o mā.dar] parents
پذیر [pa.zir] → پذیرفتن

پذیرفتن [pa.zi.roftan] [→ پذیر, pa.zir]
to accept
پرسیدن [pors] → پرس
پرسش [por.sesh] question (*form.*)
پرسشی [por.se.shi] interrogative
پرسیدن (از) [por.si.dan (az)]
[→ پرس, pors] to ask a question
(from)
پرنده [pa.ran.de] bird
پرواز [par.vāz] flight
پرواز کردن [par.vāz kar.dan]
[→ ~ کن] to fly
پرویز [par.viz] Parviz (boy's name)
پروین [par.vin] Parvin (girl's name)
پری [pa.ri] Pari (girl's name)
پریروز [pa.ri.ruz] the day before
yesterday
پختن [paz] → پختن
پزشک [pe.zeshk] doctor
پزشکی [pe.zesh.ki] medicine
پس [pas] then (in conditional
sentences); therefore
پس از [pas az] after (*prep.*)
پس فردا [pas-far.dā] the day after
tomorrow
پسر [pe.sar] boy; son
پسرانه [pe.sa.rā.ne] boys', of boys
پشت [posht-e] behind (*prep.*);
at the back of
پلیس [po.lis] police
پنج [panj] five
پنجاه [pan.jāh] fifty
پنجشنبه [panj-sham.be] Thursday
پوشیدن [push] → پوش
پوشیدن [pu.shi.dan] [→ پوش, push]
to wear
پول [pul] money

پیدا کردن [pey.dā kar.dan]

[→ ~ کن] to find

پیر [pir] old (for animates only)

پیرو [pey.row] follower

پیش [pish] past, last (as in 'last week')
(adj.)

پیش [pi.sh-e] to or with a person
(similar to *chez* in French)

پیش از [pish az] before (prep.)

پیش از آنکه [pish az ān-ke] before
(conj.)

پیشنهاد [pish.na.hād] suggestion

پیشنهاد کردن [pish.na.hād kar.dan]
[→ ~ کن] to suggest, to propose

پیف! [pif] Eew! (interj.; used for
bad smell)

تا [tā] until

تا [tā] 'item' as counting word
(preferably for non-humans)

تا به حال [tā be hāl] until now,
so far

تا حالا [tā hā.lā] until now, so far

تابستان [tā.bes.tān] summer

تابستانی [tā.bes.tā.nī] summer's;
of summer; summerly

تاجیک [tā.jik] Tajiki (of people)

تاجیکی [tā.ji.ki] Tajiki (of people
or language)

تاجیکستان [tā.ji.kes.tān] Tajikistan

تاریخ [tā.rikh] history
(pl. تواریخ, ta.vā.rikh)

تاریخی [tā.ri.khi] historical

تاریک [tā.rik] dark

تحصیل [tah.sil] education
(pl. تحصیلات, tah.si.lāt)

تخفیف [takh.fif] discount

تخم مرغ [tokh.m-e morgh] egg

تدریس کردن [tad.ris kar.dan]

[→ ~ کن] to teach (a subject)
(form.)

تر [tar] wet (adj.); also: comparative
suffix

ترجمه [tar.jo.me] translation

ترجمه کردن [tar.jo.me kar.dan]
[→ ~ کن] to translate

ترسیدن (از) [tar.si.dan (az)]

[→ ترس, tars] to be afraid (of)

ترش [torsh] sour

ترم [term] term, semester

تشنه [tesh.ne] thirsty

تشویق [tash.vigh] encouragement

تشویق کردن [tash.vigh kar.dan]
[→ ~ کن] to encourage; to
applaud

تصمیم [tas.mim] decision

تصمیم داشتن [tas.mim dāsh.tan]
[→ دار ~] to intend; to have
the intention (to ...) (no *mi-* in
pres. and progressive tenses)

تصمیم گرفتن [tas.mim ge.ref.tan]
[→ گیر ~] to decide

تصور [ta.sav.vor] assumption;
imagination (pl. تصورات, ta.sav.
vo.rāt)

تصور کردن [ta.sav.vor kar.dan]
[→ ~ کن] to assume or imagine

تعطیل [ta'.til] closed (a store or office);
a holiday

تعطیلات [ta'.ti.lāt] holidays;
vacations (pl. of تعطیل)

تغییر [tagh.yir] change
(pl. تغییرات, tagh.yi.rāt)

تغییر دادن [tagh.yir dā.dan] [→ ده ~]
to change (tr.)

تغییر کردن [tagh.yir kar.dan]
[→ ~ کن] to change (intr.)

تکالیف [ta.kā.lif] pl. of تکالیف
تکلیف [tak.lif] homework,
assignment (pl. تکالیف, ta.kā.lif)
تلخ [talkh] bitter
تلفن [te.le.fon] telephone
تلفن زدن / کردن [te.le.fon za.dan/kar.
dan] [→ ~ زن / ~ کن] to telephone,
to call
تلفنی [te.le.fo.ni] by phone
تلویزیون [te.le.vi.zi.yon] television
تماشا کردن [ta.mā.shā kar.dan]
[→ ~ کن] to watch
تمام [ta.mām] whole, complete; full;
finished
تمام [ta.mā.m-e] all of
تمام شدن [ta.mām sho.dan]
[→ ~ شو] to get finished
تمام کردن [ta.mām kar.dan]
[→ ~ کن] to finish (tr.)
تمیز [ta.miz] clean
تمیز کردن [ta.miz kar.dan]
[→ ~ کن] to clean
تنگ [tang] tight
تنها [tan.hā] only; alone
تو [to] you (sg.)
تاریخ [ta.vā.rikh] pl. of تواریخ
توان [ta.vān] → توانستن
توانستن [ta.vā.nes.tan] [→ توان, ta.vān]
can, to be able to
توجه [ta.vaj.joh] attention
توجه کردن (به) [ta.vaj.joh kar.dan (be)]
[→ ~ کن] to notice; to pay
attention (to)
توریست [tu.rist] tourist
توسط [ta.vas.sot-e] by (means of),
through (the mediation of)
تولد [ta.val.lod] birth

تومان [tu.mān] Tuman or Toman,
a currency unit (= 10 Iranian
Rials)
توی [tu-ye] in; inside (col.)
ثانیه [sā.ni.ye] second (unit of time)
جا [jā] place
جالب [jā.leb] interesting
جایزه [jā.ye.ze] award (pl. جوایز,
javāyez)
جشن [jashn] celebration
جشن تولد [jash.n-e ta.val.lod]
birthday party (lit., 'celebration
of birth[day]')
جشن گرفتن [jashn ge.ref.tan]
[→ ~ گیر] to celebrate
جلد [jeld] volume (for books)
جلو [je.low] front; ahead
جلو [je.lo.w-e] in front of
جمع [jam'] plural (gr.)
جمعه [jom.'e] Friday
جمله [jom.le] sentence (gr.)
(pl. جملات, jo.me.lāt/jo.ma.lāt)
جمله موصولی [jom.le-ye mow.su.li]
relative clause (gr.)
جنگ [jang] war
جنوب [jo.nub] south
جواب [ja.vāb] answer
جواب دادن (به) [ja.vāb dā.dan (be)]
[→ ~ ده] to answer; to give
an answer (to)
جوان [ja.vān] young
جوانی [ja.vā.ni] youth
جوایز [ja.vā.yez] pl. of جایزه
[jāyeze]
جهنم [ja.han.nam] hell
چای [chāy] tea (also چائی or چایی,
chā'i)

چرا [che.rā] yes (use only to
contradict negative statements/
questions; stress on *ché*-)

چرا؟ [ché.rā] why? (stress on *ché*-)

چراغ [che.rāgh] light, lamp

چشم [cheshm] eye

چطور؟ [che-towr] how?

چقدر؟ [che-ghadr] how much?
(stress on *ché*-)

چکار؟ (or چه کار) [che-kār] used to
ask *what* someone is *doing*
(see کار کردن)

چکه [chek.ke] drop (n.)

چکه کردن [chek.ke kar.dan]
[→ کن ~] to fall in drops,
to trickle, to leak

چگونه؟ [che-gu.ne] how? (form./wrt.)

چلو [che.low] cooked rice

چلوکباب [che.low-ka.bāb] a Persian
dish: rice and kabab

چمدان [cha.me.dān] suitcase

چند (تا) [chand (tā)] how many?

چند بار؟ [chand bār] how many times?

چند ساله؟ [chand sā.le] how old?

چند وقت؟ [chand vaght] for how
long?

چندم؟ [chan.dom] (question about
ordinal numbers)

چون [chon] because (conj.)

چه [che] what?

چه کار؟ [che-kār] see چکار

چه وقت؟ [che vaght] what time?
when?

چهار [cha.hār] four

چهارده [cha.hār.dah] fourteen

چهارشنبه [cha.hār-sham.be] Wednesday

چهارصد [cha.hār.sad] four hundred

چهل [che.hel] forty

چی؟ [chī] what? (col.)

چیز [chiz] thing

حاضر [hā.zer] ready

حافظ [hā.fez] Hafez or Hafiz
(poet, ca. 1326–1389)

حال [hāl] state (of being); presently;
present (see زمانِ حال also)

حالا [hā.lā] now

حتماً [hat.man] certainly

حدس [hads] guess

حدس زدن [hads za.dan]
[→ زن ~] to guess

حرف [harf] letter of alphabet
(gr.; in this sense pl. حُرُوف
horuf)

حرف [harf] talk; words (= what
someone says)

حرف اضافه [har.f-e e.zā.fe]
preposition (gr.)

حرف ربط [har.f-e rabt]
conjunction (gr.)

حرف زدن (با) [harf za.dan (bā)]
[→ زن ~] to talk (to/with)

حُرُوف [ho.ruf] pl. of حرف

حقّ [haghgh] right (n.)
(pl. حقوق, ho.ghugh)

حقوق [ho.ghugh] salary; rights
(pl. of حقّ)

حکایات [he.kā.yāt] pl. of حکایت

حکایت [he.kā.yat] story; tale
(pl. حکایات, hekāyāt)

حلوا [hal.vā] halva; kind of sweet
Persian confection

حمام [ham.mām] bath

حیاط [ha.yāt] yard

حیوان [hey.vān] animal
(pl. حیوانات, heyvānāt)

خارجی [*khā.re.ji*] foreign (*adj.*);
foreigner (*n.*)

خاموش [*khā.mush*] extinguished;
off (not 'on'); silent

خاموش کردن [*khā.mush kar.dan*]
[→ ~ کن] to turn off; to
extinguish; to silence

خانم [*khā.nom*] Mrs. or Miss,
lady (*pl.* always with *-hā*)

خانواده [*khā.ne.vā.de*] family

خانه [*khā.ne*] house

خبر [*kha.bar*] news (countable in
Persian)

خبر داشتن (از) [*kha.bar dāsh.tan (az)*]
[→ ~ دار] to know (about)
(no *mi-* in pres. and progressive
tenses)

خدا [*kho.dā*] God

خدا حافظ [*kho.dā hā.fez*] goodbye;
adieu (*lit.*, 'may God protect you')

خر [*khar*] → خریدن

خر [*khar*] donkey; a stupid person;
stupid

خرج کردن [*kharj kar.dan*]
[→ ~ کن] to spend (money)

خرید [*kha.ri.d*] shopping

خریدن [*kha.ri.dan*] [→ خر, *khar*]
to buy

خسته [*khas.te*] tired

خسته کننده [*khas.te-ko.nan.de*] tiring;
boring

خشک [*khoshk*] dry

خطر [*kha.tar*] danger

خند [*khand*] → خندیدن

خندیدن [*khan.di.dan*]
[→ خند, *khand*] to laugh

خواب [*khāb*] sleep (*n.*)

خواب [*khāb*] → خوابیدن

خوابیدن [*khā.bi.dan*] [→ خواب, *khāb*]
to sleep; to go to bed

خواستن [*khās.tan*] [→ خواه, *khāh*]
to want

خواندن [*khān.dan*] [→ خوان, *khān*]
to read; to study (*tr.*); to sing;
to call

خواستن → خواه [*khāh*]

خواهر [*khā.har*] sister

خوب [*khub*] good

خوردن → خور [*khor*]

خوردن [*khor.dan*] [→ خور, *khor*] to
eat (also 'to drink' in colloquial
Persian)

خوشحال [*khosh.hāl*] happy, glad

خوشحال شدن [*khosh.hāl sho.dan*]
[→ ~ شو] to become happy

خوشحال کردن [*khosh.hāl kar.dan*]
[→ ~ کن] to make happy

خوشمزه [*khosh-ma.ze*] delicious,
tasty

خیابان [*khi.yā.bān*] street

خیاط [*khay.yār*] tailor

خیاطی [*khay.yā.ti*] sewing; the
tailor's

خیاطی کردن [*khay.yā.ti kar.dan*]
[→ ~ کن] to sew

خیر [*kheyr*] no (*polite/form.*)

خیلی [*khey.li*] (stress on *khéy-*) very;
a lot (of, از)

داخلی [*dā.khe.l-e*] in; inside (*form.*)

دادن [*dā.dan*] [→ ده, *deh/* ده, *dah*]
to give

دار [*dār*] → داشتن

داستان [*dās.tān*] story

داشتن [*dāsh.tan*] [→ دار, *dār*]
to have (no *mi-* in pres. and
progressive tenses)

داغ [dāgh] hot (≠ cold)
 دان [dān] → دانستن
 دانستن [dā.nes.tan] [-→ دان, dān] to
 know (something, not someone:
 see شناختن)
 دانشجو [dā.nesh.ju] a college/
 university student
 دانشمند [dā.nesh.mand] scientist
 دانه [dā.ne] 'item' as counting word
 for inanimates
 دختر [dokh.tar] girl; daughter
 دخترانه [dokh.ta.rā.ne] girls', of girls
 در [dar] in (prep.)
 در [dar] door (n.)
 دراز [de.rāz] long
 در آوردن [dar-ā.var.dan] [-→ آور ~]
 to take off (as clothes)
 در برابر [dar ba.rā.ba.r-e] in front of;
 against
 در حال [dar hā.l-e] during (prep.);
 while
 در حاليکه [dar hā.li-ke] while (conj.),
 as; whereas
 در مورد [dar mow.re.d-e] about;
 concerning
 درباره [dar.bā.re-ye] about (prep.)
 درجه [da.re.jel da.ra.je] degree, grade;
 rank; thermometer
 درخت [de.rakht] tree
 درس [dars] lesson
 درس خواندن [dars khān.dan]
 [-→ خوان ~] to study (intr.)
 درس دادن [dars dā.dan (be)]
 [-→ ده ~] to teach (sth. to so.)
 درست [do.rost] right, correct; fixed
 درست کردن [do.rost kar.dan]
 [-→ کن ~] to correct; to fix; to do or
 make (as doing hair, cooking food)

دروغ [do.rugh] lie
 دروغ گفتن [do.rugh gof.tan]
 [-→ گو ~] to tell a lie; to lie
 درون [da.ru.n-e] in; inside (poet.)
 دریا [dar.yā] sea
 دریاچه [dar.yā.che] lake
 دزد [dozd] thief
 دزد [dozd] → دزدیدن
 دزدیدن [doz.di.dan] [-→ دزد, dozd]
 to steal
 دست [dast] hand
 دعا [do.ʔ] prayer
 دعا کردن [do.ʔā kar.dan] [-→ کن ~]
 to pray
 دعوت [da'.vat] invitation
 دعوت کردن (از) [da'.vat kar.dan]
 [-→ کن ~] to invite (so.)
 دفتر [da.fā.ter] pl. of دفتر
 دفتر [daf.tar] notebook
 (pl. دفاتر, da.fā.ter)
 دفتر تلفن [daf.ta.r-e te.le.fon]
 (a private) phone book
 دفعه [daf.'e] 'time' as counting
 word (pl. دفعات, da.fa.'āt)
 دقیقه [da.ghā.yegh] pl. of دقیقه
 دقیقه [da.ghi.ghe] minute
 (pl. دقائق, da.ghā.yegh)
 دکتر [dok.tor] doctor
 دلار [do.lār] dollar
 دما [da.mā] temperature (form.)
 دندان [dan.dān] tooth
 دندانپزشک [dan.dān-pe.zeshk]
 dentist
 دنیا [don.yā] world
 دنیا آمدن (به) [be don.yā ā.ma.dan]
 [-→ آ ~] to be born (lit., 'to come
 to the world')

دنيا آوردن [be don.yā ā.var.dan]
[→ آور ~] to bear, to give birth to

دو [do] two

دو [dow / dav] → دویدن

دوازده [da.vāz.dah] twelve

دوباره [do-bā.re] again

دور [dow.r-e] around

دور [dur] far, faraway; remote,
distant

دور افتادن [dur of.tā.dan] [→ افت ~]
to be thrown away, to be
discarded (intr.)

دور انداختن [dur an.dākh.tan]
[→ انداز ~] to throw away,
to discard (tr.)

دوست [dust] friend

دوست داشتن [dust dāsh.tan]
[→ دار ~] to like (no mi-
in pres. and progressive
tenses)

دوست داشتنی [dust-dāsh.ta.ni]
adorable, lovely

دوشنبه [do-sham.be] Monday

دو قلو [do-gho.lu] twin

دولت [do.val] pl. دولت

دولت [dow.lat] government
(pl. دولت, doval)

دولتی [dow.la.ti] of government or
state; governmental

دوم [dov.vom] second (2nd)

دومین [dov.vo.min] second (2nd)

دویدن [da.vi.dan] [→ دو, dow → dav]
to run

دویست [de.vist] two hundred

ده [dah] ten

ده [deh] village

ده [deh] / ده [dah] → دادن

دهان [da.hān] mouth (form./wrt.)

دهن [da.han] mouth

دیدن [di.dan] [→ بین, bin] to see

دیدنی [di.da.ni] worth seeing;
spectacular

دیر [dir] late

دیروز [di.ruz] yesterday

دیکته [dik.te] dictation, spelling

دیگر [di.gar] other (adj.); any longer
(adv., in negative sentences)

دفعه دیگر [daf.'e-ye di.gar]
next time [lit., 'other time']

یک ساعت دیگر [yek sā.'a.t-e di.gar]
within or after (an hour) [lit., 'in
another hour']

دین [din] religion (pl. ادیان, ad.yān)
را [rā] 'definite direct object'
marker

راجع به [rā.je' be] about; concerning
راحت [rā.hat] comfortable; easy

رادیو [rā.di.yo] radio

رانندگی [rā.nan.de.gi] driving

رانندگی کردن [rā.nan.de.gi kar.dan]
[→ کن ~] to drive

راه [rāh] way, road; method

راه رفتن [rāh raf.tan] [→ رو ~]
to walk/stroll (at or in some
place, not to)

راهرو [rāh.row] corridor

رای [ra'y] vote; verdict; opinion
(pl. آراء, ā.rā')

رای دادن [ra'y dā.dan] [→ ده ~]
to vote

ربع [rob'] a quarter

رد شدن (در/از) [rad sho.dan
(dar/az)] [→ شو ~]
to fail (in [a test]),
to be rejected; also to pass
(locational, as on the street)

رسیدن [res] → رس
 رستوران [res.to.rān] restaurant
 رسیدن [re.si.dan] [→ رس, res] to reach, arrive
 رشته [resh-te] field (of knowledge or study); major (in education); line, thread
 رشته تحصیلی [resh.te-ye tah.si.li] major (in education)
 رفتن [raftan] [→ رو, row / rav] to go
 رقص [raghs] dance
 رقصیدن [ragh.si.dan] [→ رقص, raghs] to dance
 رُمان [ro.mān] novel
 رو [row / rav] → رفتن
 روبروی [ru-be-ru-ye] in front of; facing
 رودخانه [rud.khā.ne] river
 روز [ruz] day
 روز تولد [ru.z-e ta.val.lod] birthday
 روشن [row.shan] bright (also 'on' as light or fire or a device)
 روشن کردن [row.shan kar.dan] [→ کن ~] to turn on; to fire up
 روی [ru-ye] on (prep.)
 ریاضی [ri.yā.zī] mathematics (pl. ریاضیات, ri.yā.ziy.yāt); mathematical
 ریشه [ri.she] root; stem (gr.)
 زَبان [za.bān] tongue; language
 زبان مادری [za.bā.n-e mā.da.ri] mother tongue
 زدن [za.dan] [→ زن, zan] to hit, strike
 زرنگ [ze.rang] clever
 زرنگی [ze.ran.gi] cleverness
 زشت [zesht] ugly
 زشتی [zesh.ti] ugliness
 زمان [za.mān] tense (gr.); time

زمان حال [za.mā.n-e hāl] present tense (gr.)
 زمستان [ze.mes.tān] winter
 زمین [za.min] earth; ground; field (in sports)
 زمین خوردن (به) [(be) za.min khor.dan] [→ خور ~] to fall down; to fall on the ground
 زَن [zan] woman; wife
 زَن [zan] → زدن
 زنبیل [zan.bi] basket
 زندان [zen.dān] prison
 زندانی [zen.dā.nī] prisoner
 زندگی [zen.de.gi] life (= the period from birth to death)
 زندگی کردن [zen.de.gi kar.dan] [→ کن ~] to live
 زنده [zen.de] alive
 زود [zud] early; fast
 زیاد [zi.yād] much, a lot
 زیادی [zi.yā.dī] too much
 زیبا [zi.bā] beautiful
 زیبایی [zi.bā.'i] beauty
 زیرا [zi.rā] because (conj.; form.)
 ساعات [sā.'āt] pl. of ساعت
 ساعت [sā.'at] hour; watch; clock (pl. ساعات, sā.'āt)
 ساکن [sā.ken] resident (n.; pl. ساکنه, sa.ka.ne); settled (adj.); not moving
 سال [sāl] year
 سالم [sā.lem] healthy; healthful
 سانتیگراد [sān.ti.ge.rād] centigrade
 سبد [sa.bad] basket
 سبز [sabz] green
 ستاره [se.tā.re] star
 سحر [sa.har] dawn
 سحرخیز [sa.har-khiz] early riser (from sleep)

سخت [sakht] hard
 سختی [sakh.ti] difficulty; hardship;
 hardness
 سخن [so.khan] speech, talk (*form.*)
 سخن گفتن (با) [so.khan goftan (bā)]
 [→ ~ گو] to speak (to) (*form.*)
 سر [sar] head
 سُرا [so.rā] → سُروند
 سرخ [sorkh] red
 سرد [sard] cold
 سُروند [so.rud] song; hymn
 سُروند [so.ru.dan] [→ سُرا, so.rā]
 to compose a poem
 سریع [sa.ri'] fast
 سعدی [sa'.di] Saadi (poet, 13th
 century)
 سعی [sa'y; y here is a consonant]
 effort (*pl.* مساعی, masā'i)
 سعی کردن [sa'y kar.dan] [→ ~ کن] to try
 سفر [sa.far] travel
 سفر کردن (به) [sa.far kar.dan (be)]
 [→ ~ کن] to travel (to)
 سفید [se.fid] white
 سقف [saghf] ceiling
 سکنه [sa.ka.ne] *pl.* of ساکن
 سگ [sag] dog
 سلام [sa.lām] hello, hi
 سؤال [so.'āl] question (*pl.* سوالات,
 so. ā.lāt)
 سؤال کردن (از) [so.āl kar.dan (az)]
 [→ ~ کن] to ask (a question
 from)
 سوم [sev.vom] third (3rd)
 سومین [sev.vo.min] third (3rd)
 سه [se] three
 سه‌شنبه [se-sham.be] Tuesday
 سی [si] thirty

سیاست [si.yā.sar] politics
 سیاستمدار [si.yā.sat-ma.dār] politician
 سیاه [si.yāh] black
 سیب [sib] apple
 سیر [sir] full, no longer hungry
 سیزده [siz.dah] thirteen
 سیصد [sl.sad] three hundred
 سینما [si.ne.mā / si.na.mā] cinema
 شاد [shād] happy, glad
 شادی [shā.di] happiness, gladness
 شاعر [shā.'er] poet (*pl.* شعرا,
 sho.'a.rā)
 شاعره [shā.'e.re] poetess
 شاگرد [shā.gerd] pupil
 شام [shām] supper; dinner
 شانزده [shānz.dah] sixteen
 شاید [shā.yad] maybe, perhaps; may
 (modal verb; same form for all
 persons) (stress on shā-)
 شب [shab] night
 شتر [sho.tor] camel
 شدن [sho.dan] [→ شو, show / shav]
 to become
 شرطی [shar.ti] conditional (*gr.*)
 شرق [shargh] east
 شستن [shos.tan] [→ شو, shu] to wash
 شش [shesh] six
 ششصد [shesh.sad] six hundred
 شصت [shast] sixty
 شطرنج [shat.ranj] chess
 شعر [she'r] poem; poetry
 (*pl.* اشعار, ash'ār)
 شعرا [sho.'a.rā] *pl.* of شاعر
 شغل [shogh] occupation; job
 (*pl.* مشاغل, ma.shā.ghel)
 شک [shak] doubt

شدن [show / shav] → شک داشتن (به/ در) [shak dāsh.tan (be/ dar)] [→ ~ دار] to have doubts (in/ about) (no *mi-* in pres. and progressive tenses)

شک کردن (به/ در) [shak kar.dan (be/dar)] [→ ~ کن] to doubt

شکست [she.kast] defeat (n.)
[short infinitive or past stem of the verb شکستن, she.kas.tan]

شکست خوردن (از) [she.kast khor.dan (az)] [→ ~ خور] to be defeated (by); to lose

شکست دادن [she.kast dā.dan] [→ ~ ده] to defeat

شکستن [she.kas.tan] [→ ~ شکن, she.kan] to break (tr. and intr.)

شکلات [sho.ko.lāt] chocolate

شکستن [she.kan] → شکن

شما [sho.mā] you (pl.)

شماره / شمار [sho.mār / sho.mā.re] number

شمار آمدن (به) [be sho.mār ā.ma.dan] [→ ~ آ] to be counted or considered

شمال [sho.māl] north

شمال غربی [sho.mā.l-e ghar.bī] north-west; north-western

شنا [she.nā] swimming

شناختن [she.nākh.tan] [→ ~ شناس, shenās] to know (a person), to be familiar with; to recognize

شناختن [she.nās] → شناس

شنا کردن [she.nā kar.dan] [→ ~ کن] to swim

شنبه [shan.be/sham.be] Saturday

شنیدن [she.now/she.nav] → شنو

شنیدن [she.ni.dan] [شنو, she.now] → she.nav] to hear

شدن [show / shav] → شو

شستن [shu] → شو

شوهر [show.har] husband

شهر [shahr] city

شهری [shah.rī] urban

شهناز [shah.nāz] Shahnaz (girl's name)

شیراز [shi.rāz] Shiraz (city in Iran)

شیرین [shi.rin] sweet

شیکاگو [shi.kā.go] Chicago

صادق هدایت [sā.degh he.dā.yat] Sadegh Hedayat (writer, 1903-1951)

صبح [sobh] morning

صبر [sabr] patience

صبر داشتن [sabr dāsh.tan]

[→ ~ دار] to have patience

(no *mi-* in pres. and progressive tenses)

صبر کردن (برای) [sabr kar.dan (ba.rā.ye)] [→ ~ کن] to wait (for)

صحبت کردن [soh.bat kar.dan] [→ ~ کن] to speak

صد [sad] hundred

صدا [se.dā] sound; voice

صفت [se.fat] adjective (gr.)
(pl. صفات, se.fāt)

صفت اشاره [se.fa.t-e e.shā.re] demonstrative adjective (gr.)

صفت تفضیلی [se.fa.t-e taf.zi.li] comparative adjective

صفت عالی [se.fa.t-e ā.li] superlative adjective

صفت مفعولی [se.fa.t-e maf.'u.li] 'participial adjective' or past participle = اسم مفعول

صفحه [saf.he] page (pl. صفحات, sa.fa.hāt)

صفر [sefr] zero

صورت [su.rat] face

ضمائر / ضمير [za.mā.'er / za.mā.yer] pl.
of ضمير

ضمير [za.mir] pronoun (gr.)
(pl. ضمائر, za.mā.'er)

ضمير اشاره [za.mi.r-e e.shā.re]
demonstrative pronoun (gr.)

طلاق [ta.lāgh] divorce

ظرف [zarf] dish (pl. ظروف, zoruf)

ظرف [zar.f-e] within (temp.)

ظروف [zo.ruf] pl. of ظرف

ظهر [zohr] noon

عادات [ā.dā] pl. of عادت

عادت [ā.dat] habit (pl. عادات, ā.dā)

عادت دادن (به) [ā.dat dā.dan (be)]

[→ ده] to make accustomed to,
to cause to get used to (tr.)

عادت کردن (به) [ā.dat kar.dan (be)]

[→ کن] to get accustomed to,
to get used to (intr.)

عاشق [ā.shegh] lover (pl. عشاق, osh.
shāgh)

بودن عاشق ... [ā.she.gh-e bu.dan]

[→ باش] to love

عالی [ā.li] excellent

عدد [a.dad] number (pl. اعداد,
a'.dād) (gr.)

عرب [a.rab] Arab (pl. اعراب,
a'.rāb)

عربی [a.ra.bi] Arabic (language)

عزیز [a.ziz] dear

عشاق [osh.shāgh] pl. of عاشق

عشق [eshgh] love

عصبانی [a.sa.bā.nī] angry

عصبانیت [a.sa.bā.niy.yat] anger

عکس [aks] picture; photo

(از) عکس گرفتن [aks ge.ref.tan (az)]
[→ گیر] to take photos (from)

عیب [eyb] fault, deficiency (pl. عيوب
[o.yub] or معایب [ma.'ā.yeb])

عیوب [o.yub] pl. of عیب

غذا [gha.zā] food

غذا خوردن [gha.zā khor.dan]
[→ خور] to eat (intr.)

غذائی [gha.zā.'ī] (of) food;
nutritional, dietary

غرب [gharb] west

غزل [gha.zal] ghazal; a genre in
poetry (pl. غزلیات, gha.za.liy.yāt)

غصه [ghos.se] grief

غصه خوردن (برای) [ghos.se khor.dan
(ba.rā.ye)] [→ خور] to grieve,
to be sad (about)

غم [gham] grief, sadness

غم‌انگیز [gham-an.giz] sad (used
for inanimates); causing
sadness

غم خوردن [gham khor.dan]

[→ خور] to grieve, to be sad

داشتن غم ... [gha.m-e ... dāsh.tan]

[→ دار] to be sad about, to worry
about (no mi- in pres. and
progressive tenses)

غمگین [gham.gin] sad (used for
animates)

غمگین شدن [gham.gin sho.dan]

[→ شو] to become sad

غمگین کردن [gham.gin kar.dan]

[→ کن] to make sad

غیر مستقیم [ghey.r-e mos.ta.ghim]
indirect

فارسی [fā.r.si] Persian (language)

فارغ التحصیل [fā.re.gh-ot-tah.sil] a
graduate student [lit., 'free from
studies']

شدن فارغ التحصیل شدن [fā.re.ghot.tah.sil sho.dan] [→ ~ شو] to graduate (from a college)

فایده [fā.ye.de] use, benefit (pl. فوائد [fa.vā.'ed] or فواید [fa.vā.yed])

فراموش کردن [fa.rā.mush kar.dan] [→ ~ کن] to forget

فرانسه [fa.rān.se] France; French language

فردا [far.dā] tomorrow

فرستادن [fe.rest] → فرستادن

فرستادن [fe.res.tā.dan] [→ فرستادن, fe.rest] to send

فرش [farsh] carpet

فروختن (به) [fo.rukh.tan (be)] [→ فروش, fo.rush] to sell (sth. to so.)

فرودگاه [fo.rud.gāh] airport

فروش [fo.rush] → فروختن
فروشنده [fo.ru.shan.de] seller; cashier

فروغ فرخزاد [fo.rugh far.rokh.zād] Forugh Farrokhzād (poet, 1934-1967)

فربخوردن [fa.rib khor.dan] [→ ~ خور] to be deceived

فربخوردن [fa.rib dā.dan] [→ ~ ده] to deceive

فصل [fasl] chapter, unit; season (pl. فصول, fo.sul)

فصول [fo.sul] pl. of فصل

فضول [fo.zul] meddler; nosy person

فعل [fe'l] verb (gr.) (pl. افعال, af.'āl)

فقر [faghr] poverty

فقط [fa.ghat] only

فکر [fekr] thought (pl. افکار, afkār)

فکر کردن [fekr kar.dan] [→ ~ کن] to think

فواید / فوائد [fa.vā.'ed / fa.vā.yed] pl. of فایده

فهمیدن [fahm] → فهمیدن

فهمیدن [fah.mi.dan] [→ فهم, fahm] to understand; to realize

فیلم [film] film

قبل [ghabl] past, last (as in 'last week') (adj.)

قبلاً [ghab.lan] previously (adv.)

قبل از [ghabl az] before (prep.)

قبل از آنکه [ghabl az ān-ke] before (conj.)

قبول شدن (در / از) [gha.bul sho.dan (dar/az)] [→ ~ شو] to be accepted (in); to pass (a test)

قدیمی [gha.di.mī] old (for inanimates)

قرص [ghors] pill

قرض [gharz] debt

قرمز [gher.mez] red

قشنگ [gha.shang] pretty, beautiful

قصد [ghasd] intention

قطار [gha.tār] train

قطب [ghoib] pole

قلم [gha.lam] pen

قم [ghom] Qom or Ghom (city in Iran)

قوری [ghu.rī] teapot

قوم [ghowm] folk; ethnic group; relative (pl. اقوام, agh.vām)

قهوه [ghah.ve] coffee

قهوه‌ای [ghah.ve.'ī] brown

قیمت [ghi.mat / ghey.mat] price

کار [kār] work, job

کاربرد [kār.bord] usage, function (gr.)

کارخانه [kā.r-e khā.ne] household chores (pl. کارهای خانه)

کارخانه [kār-khā.ne] factory
(*pl.* کارخانه ها)

کارد [kārd] knife

کار کردن [kār kar.dan] [→ ~ کن]
to work (*intr.*); 'to do' in questions
with چه (see چکار)

کاش/کاشکی [kāsh/kāsh.ki] 'if only'
or 'I wish'

کافی [kā.fi] enough (*adj.*)

کامروا [kā-m-ra.vā] happy (in life)

کامل [kā.mel] perfect (*gr./adj.*)

کباب [ka.bāb] kabab or kebab,
a grilled meat dish

کبوتر [ka.bu.tar] dove; pigeon

کتاب [ke.tāb] book (*pl.* کتب,
ko.tob - not used in *col.*)

کتابخانه [ke.tāb-khā.ne] library

کتب [ko.tob] *pl.* of کتاب - not used
in *col.*

کتک [ko.tak] beating, thrashing

کتک خوردن [ko.tak khor.dan]
[→ ~ خور] to be beaten or
thrashed (*intr.*)

کتک زدن [ko.tak za.dan] [→ ~ زن]
to beat or thrash (*tr.*)

کثیف [ka.sif] dirty

کجا? [ko.jā] where?

کدام? [ko.dām] which?

کُرد [kord] Kurd

کردن [kar.dan] [→ ~ کن, kon] to do;
to make

کُردی [kor.di] Kurdish

کس [kas] person

کسره [kas.re] the -e vowel (*gr.*);
its symbol

کشیدن [kesh] → کش

کُش [kosh] → کشتن

کُشتن [kosh.tan] [→ ~ کش, kosh] to kill

کشو [ke.show] drawer

کشور [kesh.var] country

کشیدن [ke.shi.dan] [→ ~ کش, kesh]
to draw; to pull; to drag

کفش [kafsh] shoe

کلاس [ke.lās] class; classroom

کلاه [ko.lāh] hat

کلمه [ka.la.me] word (*pl.* کلمات,
ka.la.māt)

کم [kam] little; few

کمتر [kam.tar] less; fewer; less often

کمک [ko.mak] help

کمک کردن [ko.mak kar.dan (be)]
[→ ~ کن] to help (sometimes with
direct object and *به*)

کمی [kā.mi] a little; a few

کمی [kam.mi] quantitative

کن [kon] → کردن

کوتاه [ku.tāh] short

کوچک [ku.chek] small

کودک [ku.dak] child (*form.*)

کودکستان [ku.da.kestān] kindergarten

کور [kur] blind

کوه [kuh] mountain

کویر [ka.vir] desert

که [ke] that, which (used in noun
clauses)

که? [ke] who? (*form./wrt.*)
(see کی, ki)

کهنه [koh.ne] worn-out, used, old
(inanimates)

کی? [key] when?

کی? [ki] who? (*col.*)

کیف [kif] bag

کیف پول [ki.f-e pul] purse or wallet

کیلو [ki.lu] kilo
گذار [go.zār] → گذاشتن
گذاشتن [go.zāsh.tan] [→ گذار, gozār] to put; to leave behind; to let
گذر [go.zar] → گذشتن
گذشتن [go.zash.tan] [→ گذر, gozar] to pass
گذشته [go.zash.te] past (*adj.*; *n.*; *gr.*)
گرامر [ge.rā.mer] grammar
گران [ge.rān] expensive
گربه [gor.be] cat
گرد [gard] → گشتن
گرسنگی [go.res.ne.gi] hunger
گرسنه [go.res.ne] hungry
گرفتن [ge.ref.tan] [→ گیر, gir] to take (≠ 'give')
گرم [garm] warm
گره [ge.reh] knot, tie (*n.*)
گریه کردن [ger.ye kar.dan] [→ کن ~] to cry, to weep
گشتن [gash.tan] [→ گرد, gard] to turn; to stroll
گشتن (دنبال ...) [don.bā.l-e...] gash.tan [→ گرد ~] to search (for...)
گفتن (به) [gof.tan (be)] [→ گو, gu] to say (to)
گل [gol] flower
گلدان [gol.dān] vase
گلی سرخ [go.l-e sorkh] red rose
گم شدن [gom sho.dan] [→ شو ~] to be lost
گم کردن [gom kar.dan] [→ کن ~] to lose (*sth.*)
گو [gu] → گفتن
گوش [gush] ear
گوشت [gush] meat

گوش کردن (به) [gush kar.dan (be)] [→ کن ~] to listen to (used with direct or indirect object)
گوشی [gu.shi] receiver (of a phone)
گیر [gir] → گرفتن
لازم [lā.zem] necessary; intransitive (*gr.*)
لاغر [lā.ghar] thin, slim
لاغر شدن [lā.ghar sho.dan] [→ شو ~] to lose weight
لباس [le.bās] clothes (in general); dress
لذت [lez.zat / laz.zat] enjoyment, pleasure (*pl.* لذات, laz.zāt)
لذت بردن (از) [lez.zat bor.dan (az)] [→ بر~, ~] to enjoy ['get pleasure from']
لطفاً [lot.fan] please (*adv.*, used with imperative)
لهجه [lah.je] accent, dialect
ما [mā] we
مادر [mā.dar] mother
مادربزرگ [mā.dar-bo.zorg] grandmother
ماست [māst] yoghurt
ماشین [mā.shin] car
ماضی [mā.zi] past (*gr.*)
ماضی بعید [mā.zi-ye ba.'id] past perfect tense (*lit.*, 'remote past') (*gr.*)
ماضی مطلق [mā.zi-ye mot.lagh] simple past tense (*lit.*, 'absolute past') (*gr.*)
ماضی نقلی [mā.zi-ye nagh.li] present perfect tense (*lit.*, 'narrative past') (*gr.*)
مال [māl] property, wealth (*pl.* اموال, am.vāl)
مال [mā.l-e] property of, belonging to
مال کی [mā.l-e ki] whose?
مالی [mā.li] financial

پلیس [ma'.mu.r-e po.lis]
policeman

مان [mān] → ماندن

ماندن [mān.dan] [→ مان, mān] to stay,
to remain

ماه [māh] month; moon

متر [metr] meter

متعدی [mo.te.'ad.di] transitive (gr.)

متوجه شدن [mo.te.vaj.jeh sho.dan]
[→ ~ شو] to notice

مجبور بودن [maj.bur bu.dan]
[→ ~ باش] to be forced to

مجهول [maj.hul] passive (gr.); unknown

محله [ma.hal.le] neighborhood (pl.
محلات, ma.hal.lāt)

محمد مصدق [mo.ham.mad mo.sad.
degh] Mohammad Mosaddegh
(PM of Iran, 1951-53)

مداد [me.dād] pencil

مدارس [ma.dā.res] pl. of مدرسه

مدت [mod.dat] duration; period

مدرسه [mad.re.se] school
(pre-college) (pl. مدارس,
ma.dā.res)

مرتبه [mar.te.be/mar.ta.be] 'time'
as counting word

مرد [mard] man

مردم [mar.dom] people

مردن [mor.dan] [→ میر, mir] to die

مرده [mor.de] dead

مرغ [morph] hen; chicken (as food);
bird

مرغابی [mor.ghā.bi] duck

مرکب [mo.rak.kab] complex (gr.);
compound, multipart; ink

مرگ [marg] death

مریض [ma.riz] sick (adj.); sick
person, patient (n.)

مریم [mar.yam] Maryam
(= Miriam, Mary)

مسئله [ma.sā.'el] pl. of مسئله

مساعی [ma.sā.'i] pl. of سعی

مسئله [mas.'a.le] problem
(pl. مسائل, ma.sā.'el)

مستقیم [mos.ta.ghim] direct, straight

مسلمان [mo.sal.mān] Muslim, Moslem

مشاغل [ma.shā.ghel] pl. of شغل

مشکل [mosh.ke] difficult (adj.);
problem (n., pl. مشکلات,
mosh.ke.lāt)

مشهد [mash.had] Mashhad (city
in Iran)

مشهور [mash.hur] famous

مصدر [mas.dar] infinitive (gr.)

مصر [mesr] Egypt

مضارع [mo.zā.re'] present tense (gr.)

مضاعف [mo.zā.'af] double

مطمئن [mot.ma.'en] sure, certain

معایب [ma.'ā.yeb] pl. of عیب

معرفه [ma'.re.fe] definite (gr.)

معشوق [ma'.shugh] beloved (masc.)

معشوقه [ma'.shu.ghē] mistress;
beloved (fem.)

معلم [mo.'al.lem] teacher

معمولاً [ma'.mu.lan] usually

مغازه [ma.ghā.ze] shop, store

مفرد [mof.rad] singular (gr.)

مفعول [maf.'ul] object (gr.)

مفید [mo.fid] useful

مقابل [mo.ghā.be.l-e] in front of;
opposite

مقایسه [mo.ghā.ye.se] comparison

ممکن [mom.ken] possible; likely

من [man] I (pr., 1st person sg.)

منظور [man.zur] purpose; aim

مواظب [mo.vā.zeb] watchful, alert

مواظب بودن [mo.vā.zeb bu.dan]
[→ ~ باش] to be careful (*intr.*)

مواظب ... بودن [mo.vā.zeb b-e ... bu.dan]
[→ ~ باش] to watch over,
to look after; keep an eye on

موقع [ma.vā.ghe'] *pl.* of موقع

موقع [mow.ghe'] time (*pl.* مواقع,
ma.vā.ghe')

موقعی که [mow.ghe.'i ke] when (*conj.*);
also written joined: موقعیکه

مولوی [mow.la.vi] Rumi (poet,
1207-1273)

مهربان [meh.ra.bān] kind (*adj.*)

مهربانی [meh.ra.bā.ni] kindness

مهم [mo.hemm] important

مهمان [meh.mān] guest

مهمانی [meh.mā.ni] party

میان [mi.yā.n-e] in the middle of; inside

میر [mir] → مردن

میز [miz] table

میلیون [mil.yon] million

مینا [mi.nā] Mina (girl's name)

نابود کردن [nā.bud kar.dan]
[→ ~ کن] to annihilate, to destroy;
to cause to become extinct or
non-existent

ناراحت [nā.rā.hat] uncomfortable;
upset; sad

ناسالم [nā-sā.lem] unhealthy; harmful

ناگهان [nā.ga.hān] suddenly

نام [nām] name (more formal than
اسم, *esm*)

نامه [nā.me] letter

نخست [no.khost] first (1st)

نخستین [no.khos.tin] first (1st)

نخود [no.khod] chickpea

نخیر [na.kheyr] no (*polite*)

نزدیک [naz.dik] near (*adj.*)

نزدیک [naz.di.k-e] near (*prep.*)

نشان دادن (به) [ne.shān dā.dan (be)]
[→ ~ ده] to show (*sth.* to *so.*)

نشانه [ne.shā.ne] sign

نشستن [ne.shas.tan] [→ نشین, *ne.shin*]
to sit

نشستن [ne.shin] → نشین

نظر [na.zar] view, opinion
(*pl.* نظرات, *na.za.rāt*)

نظر رسیدن (به) [be na.zar re.si.dan]
[→ ~ رس] to seem, to appear

نفر [na.far] person (only as counting
word) (*pl.* نفرات, *na.fa.rāt*)

نفس [na.fas] breath

نفس کشیدن [na.fas ke.shi.dan]
[→ ~ کش] to breathe

نفی [nafy; y here is a consonant]
negation

نکره [na.ka.re] indefinite (*gr.*)

نگاه [ne.gāh] look; gaze

نگاه کردن [ne.gāh kar.dan] [→ ~ کن]
to watch

نگاه کردن به [ne.gāh kar.dan be]
[→ ~ کن] to look at

نگه داشتن [ne.gah dāsh.tan] [→ ~ دار]
to keep (+ *mi-* in pres. and
progressive tenses)

نمره [nom.re] grade (at school);
number

نو [now] new

نود [na.vad] ninety

نوزده [nuz.dah] nineteen

نوشتن [ne.vesh.tan] [→ نویس, *nevis*]
to write

نوشیدنی [nu.shi.da.ni] drink

نویسن [ne.vi.s] → نوشتن
 نویسنده [ne.vi.san.de] writer
 نه [na] no
 نه [noh] nine
 نهصد [noh.sad] nine hundred
 نهفته [na.hof.te] hidden (*lit.*)
 نی [ney] reed; traditional Iranian flute
 نیت [niy.yat] desire; objective
 نیم [nim] half (used especially for half-hours)
 نیمه [ni.me] half
 نیویورک [ni.yo.york] New York
 و [va] and
 واپسین [vā.pa.sin] last (*adj.*; *lit.*)
 والدین [vā.le.deyn] parents
 وجه [vajh] mode (*gr.*)
 ورزش [var.zesh] sport, exercise
 ورزش کردن [var.zesh kar.dan]
 [→ ~ کن] to exercise [sports] (*intr.*)
 وقت [vaght] time
 وقتی [vaght] وقتی (که) [vagh.ti (ke)] when (*conj.*);
 also written joined: وقتیکه
 ولی [va.li] but (*conj.*)
 وی [vey] he or she (*form./wrt.*)
 ویزا گرفتن [vi.zā ge.ref.tan]
 [→ ~ گیر] to get a visa
 هاروارد [hār.vārd] Harvard
 های و هو [hā.y-o-hu] fuss; hubbub; ranting; ado
 هتل [ho.tel] hotel
 هجده [hej.dah] eighteen
 هدف [ha.daf] goal; target
 (pl. اهداف, ah.dāf)
 هدیه [hed.ye] gift, present
 هر [har] every

هرچه [har-che] whatever; however much
 هر دو [har do] both
 هر دوی [har do.ye] both of
 هر روز [har ruz] every day
 هرگز [har.gez] never (*form.*)
 هزار [he.zār] thousand
 هشت [hashi] eight
 هشتاد [hash.tād] eighty
 هشتصد [hashi.sad] eight hundred
 هفت [haf] seven
 هفتاد [haf.tād] seventy
 هفتصد [haft.sad] seven hundred
 هفته [haf.te] week
 هفده [hef.dah] seventeen
 هم [ham] too; also
 همچنان [ham.che.nān] still (*lit.*)
 همسایه [ham.sā.ye] neighbor
 همکلاسی [ham-ke.lā.si] classmate
 همه [ha.me] all; everybody
 همه جا [ha.me jā] everywhere
 همه چیز [ha.me chiz] everything
 همه کس [ha.me kas] everyone
 همیشه [ha.mi.she] always
 همینکه [ha.min-ke] as soon as
 هند [hend] India (also هندوستان, hendustān)
 هندوستان [hendustān] → هند
 هندی [hen.dī] Indian
 هنر [ho.nar] art; craft; skill
 هنگام [hen.gām / han.gām] time (*lit.*)
 هنگامی که [hen.gā.mi / han.gā.mi ke] (*lit.*) when (*conj.*); also
 written joined: هنگامیکه
 هنوز [ha.nuz] still (*adv.*); yet (*in neg.*)
 هوا [ha.vā] weather; air
 هواپیما [ha.vā-pey.mā] airplane

هیچ [hich] none; nothing; at all

هیچ چیز [hich-chiz] nothing

هیچ جا [hich-jā] nowhere

هیچ کجا [hich-ko.jā] nowhere

هیچکدام [hich-ko.dām (az)]
none (of)/neither (of)

هیچکس [hich-kas] no one, nobody

هیچگاه [hich-gāh] never (form./lit.)

هیچگونه [hich-gu.ne] not of any sort/at
all (form./lit.)

هیچوقت [hich-vaght] never

هیچیک [hich-yek (az)] none (of)/
neither (of)

یا [yā] or (conj.)

یاء نسبت [yā.'e nes.bat] attributive 'ی'
or stressed -i suffix

یاد [yād] memory

یاد بُردن (از) [az yād bor.dan]

[~ بُر →] to forget

یاد رفتن (از) [az yād raf.tan]

[~ رو →] to be forgotten

یاد آوردن (به) [be yād ā.var.dan]

[~ آور →] to remember, to bring
(back) to mind

یاد دادن (به) [yād dā.dan (be)]

[~ ده →] to teach (sth. to so.)

یاد گرفتن (از) [yād ge.ref.tan (az)]

[~ گیر →] to learn (sth. from so.)

یازده [yāz.dah] eleven

یخ [yakh] ice

یخچال [yakh.chāl] refrigerator, fridge

یک [yek] one

یکی از [ye.ki az] one of

یکشنبه [yek-sham.be] Sunday

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